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ABSTRACT

This report describes: (1) a study of desirable kindergarten goals as perceived by the principals, teachers, and parents of Kentucky's 1973-74 pilot kindergarten programs; and (2) a study of the learning needs of entering first-grade pupils as perceived by a structured sample of first-grade teachers in Kentucky. In the first study, data collected through questionnaires were analyzed using personal and demographic characteristics of respondents as independent variables. Findings indicate that parents place higher priority on items in the intellectual dimension than did educators, who were more inclined toward items in the personal dimension. Parents, teachers, and principals were in relative agreement on the priority of the items in the social dimension. In the second study (in which 301 first-grade teachers responded to a questionnaire), economic conditions were judged to have a major effect upon the learning needs of entering first-graders. A list of 38 rank-ordered pupil needs is presented as representing those learning objectives which should be met prior to first grade entry. Statistical findings, analysis of the data, and recommendations for further research are described. (CS)

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TWO STUDIES IN EARLY CHILDHOOD EDUCATION

by

Dr. Jesse K. Cabler

and

Staff, Bureau of School Service

BUREAU OF SCHOOL SERVICE BULLETIN

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TABLE OF CONTENTS

FOREWORD iii

THE TASK OF THE KINDERGARTEN: GOAL PERCEPTIONS OF PRINCIPALS, TEACHERS, AND PARENTS OF KENTUCKY'S 100 PILOT KINDERGARTEN UNITS 1

Chapter

I. INTRODUCTION 3

II. DESIGN OF THE STUDY 13

III. DATA ANALYSIS AND INTERPRETATION 21

IV. SUMMARY, CONCLUSIONS, AND IMPLICATIONS, AND RECOMMENDATIONS 40

BIBLIOGRAPHY 46

THE LEARNING NEEDS OF ENTERING FIRST-GRADE PUPILS IN KENTUCKY 49

RATIONALE FOR THE STUDY 53

THE RESEARCH METHODOLOGY 53

THE RESPONSE DATA 54

CONCLUSIONS 71

APPENDIX A 73

APPENDIX B 79

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FOREWORD

This publication is intended to contribute to the expansion of knowledge and understandings necessary for the orderly and logical development of early childhood educational programs in Kentucky and elsewhere. Two research studies are included: (1) a study of desirable kindergarten goals as perceived by the principals, teachers, and parents of Kentucky's 1973-74 pilot kindergarten programs, and (2) a study of the learning needs of entering first-grade pupils as perceived by a structured sample of first-grade teachers in Kentucky. The first study was conducted by Dr. Jesse K. Cabler in partial fulfillment of the requirements for the doctorate in education. The second study was conducted by the Bureau of School Service for the Kentucky Department of Education.

A central problem in effecting educational program improvement or development is goal-setting. Any efficient program must have clearly defined goals and objectives, otherwise a productive focussing of efforts and resources cannot be accomplished. Difficult questions must be resolved if such a focus is to be developed and sustained. Who should set such goals? What kinds of information are requisite for goal-setting? How much variability should be included in program goals and objectives to accommodate the inevitable individuality of learners' needs?

The two studies which follow seek to get at some of these questions in some logical ways. For example, the assumption is explicit in both studies that persons in closest proximity to young children should be heard in regard to the generation of kindergarten goals and objectives; namely, kindergarten teachers, first-grade teachers, parents of kindergarten children, and principals. While the Kentucky Kindergarten Task Force was responsible for the elucidation of a spectrum of objectives for the pilot kindergarten study, their product was, and is, considered as merely the first step in the continuing task of clarifying goals and objectives for kindergarten programming.

Likewise, both studies address themselves to the problem of obtaining appropriate and adequate information for goal-setting. The study of the needs of entering first-grade pupils is a direct attempt to obtain precisely these insights. Dr. Cabler's study gets at the same problem in that he sought to determine the nature and extent of differences of goal expectations among principals, teachers, and parents.

The information compiled in these two studies came from over a thousand contributors, each with a special perspective of the typical needs and characteristics of young children. We acknowledge the special contributions made by these individuals and wish to express our appreciation to the kindergarten teachers, first-grade teachers, principals, and parents who by their generosity have enabled us to add to the body of knowledge so necessary if we are to improve early childhood educational programs.

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We especially wish to acknowledge the exceptional contribution made by personnel in the Kentucky Department of Education: Mr. Don Bale, Assistant Superintendent for Instruction; Miss Kay Cunningham, Consultant in Early Childhood Education; Mr. Patrick West, Jr., Consultant for Private Kindergartens; and Drs. David Shannon and Arthur Cotterill, Office of Planning and Research.

—Fred Edmonds

Editor's Note

This is the final edition of the *Bulletin* of the *Bureau of School Service*. The Bureau has been absorbed as part of the new Center for Professional Development, College of Education, University of Kentucky and a decision has not yet been reached on whether or not to continue the publication of a similar bulletin by the Center.

This concludes forty-seven years of the *Bulletin* which began with "Report of Survey of Public Schools of Shelbyville, Kentucky," Volume 1, Number 1, September, 1927, shortly after the establishment of the Bureau of School Service. During the intervening years, various editors have processed one hundred seventy-nine manuscripts leading toward this terminal edition and the unpleasant task of this editor in having to say "thirty" to a publication with such a long and productive history. No one can verify the extent to which the *Bulletin* has influenced the course of education in the Commonwealth and elsewhere; however, no one can deny that it has been a positive force in helping extend and proliferate knowledge in the continuing cause of improving the quality of education. This editor would prefer to regard this occasion not as the end of a tradition, but as simply another milestone along the way toward the elusive goals necessary for the betterment of education. So it is with both sad and happy emotions that I must speak for the hundreds of contributors, benefactors, and editors and say "thirty" for the *Bulletin of the Bureau of School Service*.

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THE TASK OF THE KINDERGARTEN: GOAL PERCEPTIONS OF PRINCIPALS, TEACHERS, AND PARENTS OF KENTUCKY'S 100 PILOT KINDERGARTEN UNITS

by

Jesse Keen Cabler

Edited abstract of a dissertation submitted in partial fulfillment of the requirements for the degree of Doctor of Education at the University of Kentucky

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Chapter I

INTRODUCTION

Throughout the history of public education in the United States concern over the role of the school has been of primary interest to a variety of groups and individuals. One who has read a number of the books and articles written during the past fifty years might gain the impression that few people were satisfied with the educational program of the public schools. Though this would be a hasty judgment, it is certain that the amount of criticism is representative of the differences of opinion which exist concerning the aims, curricula, and methods of American schools. The rush into the space age during the late 1950's and the accompanying interest in the role of the schools in national survival have added a new dimension to the search for consensus in defining the task of public education. Additionally, concerns of the 1960's for equality of educational opportunity have added an even newer dimension related to the War on Poverty, compensatory education, and programs for disadvantaged children. In the 1970's, the voices of education's critics have become more strident as they have sought a redefinition of the role of the schools.

Similarly, the role of the kindergarten has been a subject of conflict and controversy since its introduction into the United States during the late 1850's. As early as 1892, serious philosophical conflicts among professional educators arose over what the role of the kindergarten should be. Since the turn of the century these disagreements have not been resolved but have, in fact, become more pronounced, primarily because of an increasing awareness of the processes by which children grow and learn.

Today, over 100 years since the introduction of the kindergarten in America, there is still no consensus among educators as to "What is the task of the kindergarten?"

The Problem and Significance of the Study

The general problem to which this study was directed concerned the differences in perceptions of the task of the kindergarten held by the principals, teachers, and parents of Kentucky's 100 pilot kindergarten units which were introduced throughout the state at the beginning of the 1973-74 school year.

The implementation of any new educational program on a state-wide basis is likely to generate considerable discussion concerning the goals and objectives of the program and what agencies, groups, and individuals should be involved in formulating them. It seems reasonable to assume that conflicting goals and objectives will lead to different results; therefore, if an organization desires to establish a new program, the success of the program, to a great extent, is dependent upon a general consensus of

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opinion regarding its goals and objectives by those who are to implement and participate in the program. The present study has sought to clarify the viewpoints of those involved regarding the goals of the kindergarten.

Goal statements for the initial 100 pilot kindergarten units were formulated by the Kindergarten Task Force of the Kentucky State Department of Education and presented as a model for each teacher to follow. Consequently, there will be some degree of standardization of the units in the goals which they pursue. Through such standardization, consistency in output will be controlled to some extent during the first year of the program. Ultimately, however, the Task Force and the State Department of Education must decide to what degree they will participate in the setting of goals on a statewide basis. One of the basic tenets of public education in the United States has been that local school districts retain the authority to plan programs to meet local needs. More directly than almost any other agency or public enterprise the nation's schools belong to, and are operated by, the people of each community. If the schools are to be the "people's schools" in the truest sense, it is essential that the people share in the basic decisions which affect them. This is not to imply that the will of the public should reign supreme. The builders of educational programs must take into account several viewpoints, not the least of which is their own philosophy of education, before deciding upon a course of action. Regardless of the course which is ultimately followed, efforts toward mutual understanding and agreement can only serve to enhance the quality of educational decisions.

This study, then, is an attempt to provide descriptive data which might aid educational planners in identifying and giving consideration to the views of the three surveyed groups regarding the relative importance of the goals of the kindergarten.

Problem Statement

The questions to which this study was directed were: (1) what are the nature and extent of differences of opinion between and among principals, teachers, and parents of Kentucky's 100 pilot kindergarten units regarding the task of the kindergarten? and, (2) what are the relationships of selected demographic variables to significant differences of opinions between and among the three groups?

Definition of Terms

Kindergarten Task Force—The Kindergarten Task Force was a group appointed by the State Department of Education to formulate a program for the 100 pilot units to follow during the 1973-74 school year. It was comprised of lay persons and professional educators including principals, teachers and university personnel.

Parents—For the purposes of this study, parents were defined as the male and female heads of a household. In most instances they were the natural parents of the child, but in some cases step-parents, legal guardians, or some other family member may have been included. In every instance,

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however, they were an adult or adults responsible for the child.

Pilot Unit—A pilot unit was defined as one of the classroom units assigned to the school district by the State Department of Education. Each unit consisted of a kindergarten classroom with one teacher and a maximum of twenty pupils.

Principal—A principal was defined as being the chief administrator for each school in which a kindergarten pilot unit was located.

Task—The terms task, goals, and objectives were used interchangeably but generally within the context that the "task" of the kindergarten consisted of a number of specific goals and objectives.

Teacher—A teacher was defined as being a professional educator certified by the Kentucky Department of Education in the area of kindergarten education, and charged with the responsibility of implementing the instructional program in each kindergarten unit.

Background of the Study

Publicly supported kindergarten education in the state of Kentucky has been generally limited to the more densely populated areas of the state. Historically, the state legal code has limited state appropriations for education to programs for children who have reached six years of age before a specified date, usually no later than December 31 of the year in which they enter school. If a local school system desired to initiate a program for five-year-olds, the burden of financing the program lay with the local unit. The availability of local funds, then, was often a restricting factor in the creation of a kindergarten program (Kentucky Department of Education, 1972).

Based on 1970-71 enrollment figures, the United States Office of Education has reported that public school kindergarten enrollment for the fifty states was 67.1 percent of the first grade enrollment. In the state of Kentucky, the same report showed that kindergarten enrollment was 6.1 percent of first grade enrollment. The eight states bordering Kentucky averaged over 50 percent enrollment with a range of 3.8 percent in West Virginia to 99 percent in Illinois (Barr and Foster, 1970).

In 1952-53, the state of Kentucky reached its peak in public kindergarten enrollment, with two county systems and eighteen independent school districts enrolling 7,608 pupils or 8.9 percent of the first grade enrollment for that school year. Of that total, the Louisville system enrolled 4,670 or 63 percent of the public kindergarten children in the state. Four years later, when the Louisville system discontinued its kindergarten program, total enrollment in the state dropped to 3,512 pupils or 4.9 percent of first grade enrollment. A low of 722 pupils and 1.0 percent of first grade enrollment was reached during the 1964-65 school year (Kentucky Department of Education, 1972).

Encouraged by federally financed Head Start programs, the reinstatement of the kindergarten program by the Louisville schools, and a growing public awareness of the value of early childhood education, enrollment figures began steadily climbing, reaching an enrollment of 5,733 pupils or

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88 percent of first grade enrollment during the 1971-72 school year (Kentucky Department of Education, 1972).

By 1972, the state legislature passed enabling legislation which provided for a three-year development program under the direction of the Department of Education. Funds were allotted for the introduction of 100 pilot kindergarten units during the 1973-74 school year and an additional 100 units per year in 1974-75 and 1975-76.

Literature Survey and Rationale for the Study

Differences of opinion about kindergarten goals such as those proposed in the problem statement may be expected to occur, according to those who have written about the subject. A survey of the literature has given adequate support to the formulation of hypotheses generated from the questions raised in the problem statement.

Conflicting Opinions Among Professionals

Controversy over the task of the kindergarten has been inseparable from the kindergarten movement in the United States. Since the introduction of the Froebelian kindergarten in America over 100 years ago, educators have been in conflict over what the goals of a good kindergarten program should be (Headley, 1969; Wills and Lindberg, 1967; and Weber, 1969).

Additionally, the impetus of new ideas, concepts, and approaches in the field of education have had a tremendous impact upon the direction of the kindergarten during the past fifty years. Consequently, approaches to kindergarten education at the present vary considerably in their view of what should comprise the kindergarten program.

Elkind (1969) has identified two basic orientations to preschool education which he calls enrichment and instruction. He describes the enrichment position as being "present-oriented" and concerned with the child as an individual, taking into account his personal needs and limitations. The instruction position, on the other hand, is described as "goal-oriented" in that it is concerned with the child's prospects of adapting to a future role in society. As a result of the divergency between the two positions, he believes that what is shaping up "is a battle between the traditional middleclass nursery school teachers who see preschool education as development from within and the new breed of preschool workers who see education as enforcement from without" (p. 322).

Pines, Bruder, and Spodek (1968) have alluded to the growing conflict in early childhood education, intimating that a new group of psychologists interested in children's intellectual development is turning the formerly quiet field of preschool education into a battleground. They state, "What very young children should be taught, and how, is rapidly becoming a national issue, now that the solution to major problems of school failure, dropouts, and functional illiteracy seems to lie in the years before a child normally enters the first grade" (p. 43).

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Biber (1969) points out that educators of young children face a basic challenge of coming to terms with the problem of goals for the educative process. By coming to terms she means "recognizing that there are choices to be made among quite contradictory points of view" as to what constitute appropriate goals for the kindergarten, and that it would be wishful thinking to believe that teachers, parents, and citizens have the same goals for early childhood education (p. 197).

Margolin (1969) suggests that when a new program is introduced, the conflicting ideologies of the planners may not be apparent at the beginning of its implementation, but that the underlying beliefs tend to emerge when educators put the program into action. She identifies five issues which must ultimately be faced if early childhood education is to be strengthened:

> *First*, an erroneous impression that a division exists between intellectual (or cognitive) pursuits and exploratory play behavior, that one has mind-making properties and the other does not because the latter is less systematically presented. *second*, the noticeable neglect of subsidized grants toward the study of aesthetic development in young children because it is difficult to measure gains in self-expression. *third*, a narrow interpretation of what childhood is, as a psycho-social entity. *fourth*, that the nursery school teacher is not consulted often enough for the insight she can provide in the definition of research problems (the researcher can put her observations into a scientific framework). *fifth*, that a compendium or set of guidelines is needed urgently as a representative work which synthesizes divergent views of major people in early childhood education. An assessment and statements refuting or positing certain positions are needed to inform those in and outside the early childhood education field on the nature of its contemporary growth and development (p. 504).

Butler (1970) identifies three distinct areas in which major differences exist in approaches to kindergarten education—methods used, scope of the program, and orientation of the program. The methods of instruction range from a direct, almost total instruction, to an emphasis upon the role of play with any learning being almost incidental. Some programs are structured primarily to foster cognitive learning while others may include such areas as the emotional, social, and health areas of child development. In terms of orientation, some programs are present-oriented with no regard for preparation for schooling which is to follow while others are more oriented toward meeting the present needs of children.

It is readily apparent that conflict, change, and diversity characterize not only past but present curriculum planning in the early childhood education field. Kindergartens are presently operating under various kinds of arrangements in a variety of settings and with advice from educators, child development and family specialists, psychologists, sociologists, and parents. It is not surprising, then, to find such diversity in the kinds of programs now actually provided for children.

Rural-Urban-Metropolitan Differences

Sociologists have, for many years, recognized that the behavior and attitudes of individuals are influenced to a high degree by the environment

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in which they live. The significance of such influences is so great that educators and sociologists have long recognized that specialization is required in order to more fully understand the nature of human ecology (Wirth, 1938; Beers, 1953; and Glenn, 1967).

Writers in rural and urban sociology strongly defend the distinction between the two areas. Cole (1958) states that . . . "differences between the two segments of our Great Society do exist. Given these differences in the social systems of rural and urban communities the specialized studies of rural and urban communities have developed, and on this basis separate study of urban sociology may be defended" (p. 5).

Park (1951) concurs in his statement that, "In society, we not only live together, but at the same time we live apart, and human relations can always be reckoned, with more or less accuracy, in terms of distance (p. 32)."

Other sociologists point out the clear association between man's environment and his behavior.

> Undoubtedly the environmental factors and conditions are the influences that are chiefly responsible for the contrasting patterns of behavior to be found in the two populations (urban and rural) (Smith, 1951).
>
> . . . urban and rural ways of life represent clearly distinguishable poles. These differences between city and country extend even to the typical modes of behavior, thought, and personality characteristics of the rural, village, and city dweller (Urbanism Committee of the National Resources Committee, 1937).

Sorokin and Zimmerman (1929) have delineated the rural and urban worlds on the basis of the following criteria: (1) occupational differences, (2) environmental differences, (3) differences in community size, (4) differences in density of population, (5) differences in population homogeneity and heterogeneity, (6) differences in social mobility, (7) differences in the direction of migration, and (8) differences in the system of interaction.

The rural-urban variable has been found to be a significant one in numerous educational studies. Cruikshank (1968) found significant differences between urban and rural teachers in the nature of problems encountered in the classroom. Moore (1970) conducted a study of the characteristics and role functions of elementary principals in urban and rural environments. He discovered significant differences between urban-suburban, urban-rural, and suburban-rural elementary principals.

Urban populations have been defined by the Bureau of the Census as being those areas in which there are: (1) 2,500 inhabitants or more incorporated as cities, villages, boroughs, and towns, but excluding those persons living in the rural portions of extended cities; (2) unincorporated places of 2,500 inhabitants or more; and, (3) other territories, incorporated or unincorporated, included in urbanized areas. Any area with a population of less than 2,500 is considered rural (U.S. Department of Commerce, 1971).

The Standard Metropolitan Statistical Area (SMSA) is another division which has proved to be useful in a number of studies. A SMSA consists of an urban area of 100,000 or more people which includes a city of 50,000 or more inhabitants. It may extend across both county and state lines. Six

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such areas are located in Kentucky. For the purposes of this study, the school districts and their inhabitants were categorized according to the type area in which they were located, metropolitan (50,000 or greater), urban (2,500 to 50,000), and rural (less than 2,500). Teachers, principals, and parents living in school districts within SMSA's were assumed to be influenced by the conditions which existed within the metropolitan boundaries, regardless of the size of the school district.

Differences Related to Other Demographic Variables

Numerous studies similar to the present one have found significant differences in sub-populations divided according to age, sex, occupation, work experience, educational level, income, and university attended by professional educators. Though all the above-mentioned variables were used in the study, some applied only to selected groups. The variable of sex, for instance, was not used with the teacher group because all of the kindergarten teachers were women.

A survey of the literature related to the selected variables indicated that each had some basis for inclusion in the study.

In a study of the task of public education, Downey (1960) found that:

1. There were significant differences among educators associated with the amount of professional training;
2. there was a significant association between the occupational level of parents and their perceptions of the importance of various task elements of the public schools;
3. among parents, the amount of schooling was found to be a significant predictor of educational viewpoints;
4. the task elements perceived to be more important by the lay public than by educators were non-intellectual items; and,
5. other less-pronounced differences among parents were found when they were categorized according to age, sex, religion, and race.

Spindler (1955) has hypothesized that the various participants in the school and community will array themselves in the following order from the traditional to the emergent pole on a value orientation continuum:

School board members
General public and parents
Some students
School administrators
Older teachers
Younger teachers
Other students

Prince (1957) supports Spindler's hypothesis in a study which revealed that older teachers were significantly more traditional in their value orientations than younger teachers and that older principals were more traditional than younger principals.

A favorable attitude toward school was found to be differentially related to income, education, naivety, religious affiliation, and age in a study by

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Iverson and Mills (1955). McPhee (1959) achieved similar results in a study using the same variables.

In a study of community decision-making, MacDonald (1956) found that background factors such as age and educational level have a significant effect on the decisions people make about their public schools.

Chalters (1953) found significant differences in outlook on various subjects between teachers and administrators. He also pointed out that a thorough understanding of the effect of such variables as community size, religion, and others is a necessity if we are to understand the values and attitudes of individuals or to understand decision-making in education.

In similar studies, it was found that experience was a significant influence in the views held by professional educators regarding the goals of education. Wright (1962) reported that differences were found between administrators and experienced teachers and between new teachers and teachers with experience. Ryans (1967) found that older teachers held more traditional educational viewpoints than younger teachers.

Parental disagreement with professional educators regarding the goals of the school has been related to parental classification according to a number of demographic variables. Rowland (1960) reported that significant differences between the two groups have appeared when the variables of sex, age, race, education, occupation, religion, and size of community were considered.

In a similar study, Harding (1968) discovered significant differences in the way educators and parents ranked the objectives of mathematics education.

It was proposed in this study that the institution attended by the teacher might have a significant affect upon her attitude or opinions concerning the task of the kindergarten. There is some evidence, though it is sketchy, that teacher training programs may, in fact, help to mold the value orientation of teachers. A few longitudinal studies of student attitudes conducted during the past twenty years have shown significant differences in student attitudes following exposure to selected educational experiences and work experience in a teaching situation. Callis (1950); Day (1959); and Willard (1955).

Eson (1956), as well as Sandgren and Schmidt (1956), found significant change in attitudes after prospective teachers were exposed to an educational psychology course in the first case, and a student teaching course in the second case.

Ryans (1961) found significant differences in respect to the type of university attended by teachers and their educational viewpoints in his previously-mentioned study.

It seemed reasonable to assume that such differences as those cited in the literature survey might appear between the populations and subpopulations identified in the present study. The importance of such attitudes, whether they appear significantly different or not, is paramount in the planning and implementation of the pilot kindergarten program from the standpoint of its ultimate success.

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Hypotheses

The following hypotheses, stated in the null form, were tested in this study:

H (1): There will be no significant difference between the responses of principals, teachers, and parents of the 100 pilot kindergarten units regarding the task of the kindergarten.

H (2): There will be no significant difference between the responses of principals of the 100 pilot kindergarten units regarding the task of the kindergarten when they are categorized according to:
(1) age,
(2) sex,
(3) rural, urban, or metropolitan nature of the school district,
(4) amount of professional training, and
(5) the university from which the principal received his last degree.

H (3): There will be no significant difference between the responses of teachers of the 100 pilot kindergarten units regarding the task of the kindergarten when they are categorized according to:
(1) age,
(2) rural, urban, or metropolitan nature of the school district,
(3) amount of professional training, and
(4) the university from which the teacher received her last degree.

H (4): There will be no significant difference between the responses of parents of the 100 pilot kindergarten units regarding the task of the kindergarten when they are categorized according to:
(1) age,
(2) sex,
(3) race,
(4) religion,
(5) occupation,
(6) rural, urban, or metropolitan nature of the school district,
(7) educational level, and
(8) income level.

Basic Assumptions

Basic assumptions underlying this investigation were:

1. Continuous examination and appraisal of the goals of education are necessary if the school's program is to meet the needs of society.
2. Curriculum planning should be a task involving widespread participation and a thorough understanding on the part of all interested individuals and groups.
3. Opinions held by parents as well as by professional educators are important influences in the development of the school's curriculum.
4. Though parents may not be familiar with formally stated educational objectives, they are familiar enough with the role of the school to have formulated some ideas about what they expect their child to accomplish during the kindergarten year.

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5) The criteria used by the Kentucky Department of Education for selection of the participating districts in the project were broad enough to assure a diversity of types of units in regard to the variables which were tested.

6) By gaining an understanding of the perceptions of the role of the kindergarten held by the three groups, administrative planning and the success of the kindergarten units might be enhanced.

Limitations of the Study

The study was subject to the following limitations:

1) The study was confined to 100 teachers, 100 principals, and a fifteen percent sample of the estimated 4,000 parents who participated in the pilot program.

2) Private kindergartens were not included in the study, nor were public school kindergartens already in existence or which began concurrently with the initiation of the pilot units. Each was excluded because neither was subject to the restrictions placed upon the pilot units.

3) Opinions of the respondents represented attitudes which may vary in intensity and strength according to the experiences of the individual. The opinions gathered from each of the respondents, therefore, represented a given point in the evolution of his perceptions about the subject.

4) Each teacher was instructed to follow explicitly the instructions relating to the distribution of the parent questionnaires. Any deviation from those instructions, however, could have imposed restrictions upon the parent sample.

Outline of the Remainder of the Study

The remainder of this study is comprised of three additional chapters. Chapter II is a presentation of the design of the study including the development of the instrument. Chapter III contains the statistical findings and an analysis of the data. Chapter IV includes a summary, conclusions and recommendations for further research.

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Chapter II

DESIGN OF THE STUDY

Selection of the Participants

When a new educational program is implemented throughout a state, a very basic question which arises is "Who is to determine what the goals and objectives of the program should be?" Traditionally, state and local boards of education enact policy, but often such decision-making bodies disagree on the fundamental issues which are at the heart of our system of public education.

Proceeding on the assumption that one of the most important determiners of education's task should be the public which it serves, this study has sought to survey and subsequently describe the perceptions of the parents who have participated in Kentucky's initial kindergarten effort along with the perceptions of the professional educators who had a direct involvement in the kindergarten units. The Kentucky Department of Education placed the 100 pilot kindergarten units in 96 school districts across the state. The Jefferson County school system received three of the units, the Louisville Independent and Fayette County schools had two units each, and the remaining 93 units were located one each in the other selected districts. Each unit was placed after a thorough screening of applications so that a representative sample of the state's 189 school districts would be realized.

Each of the pilot units was under the direction of a principal and a certified kindergarten teacher. Pupil enrollment was limited to twenty per unit; therefore, a parent population of approximately 4,000 was possible. This study has included the 100 principals, 100 teachers, and a fifteen percent sample of the parents involved. Parents voluntarily enrolled their children in each of the units because attendance was not mandatory. The parents who participated in the study were selected using a systematic random sampling procedure which consisted of the selection of three digits from a table of random numbers. Each teacher was directed to send the questionnaires to the parents of the children whose names appeared next to the corresponding number on her class roll.

To secure the data, a packet of materials was developed with questionnaires for the principal, teacher, and three male and three female parents from each of the pilot units. The teacher was asked to send the parent questionnaires to the parents via the students, and to have them returned in the same manner. The packet also contained a cover letter from the Bureau of Instruction of the Kentucky Department of Education giving approval to the study. Follow-up letters were sent on two occasions to those who had failed to respond. A high rate of response was assured from the onset of the study because the superintendent of each school

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district which received a pilot unit had previously agreed to cooperate in all evaluation efforts which were approved by the State Department of Education.

The Synthesis

Since the Kentucky Kindergarten Task Force developed a lengthy list of goal statements for the pilot units to follow, it seemed most appropriate that the three groups involved in implementing and participating in the program be asked to respond to those goals. The goal statements written by the Task Force covered five major task areas of the kindergarten. If, as the literature has indicated, major differences exist in the three populations, such differences were likely to be reflected in the priority choices of the respondents.

The five task areas identified by the Task Force were social maturity, intellectual skills, emotional maturity, aesthetic development, and health, safety, and physical education. Included in the five areas was a total of approximately 100 goal statements developed to serve as guidelines for each of the pilot units to follow.

In order to systematically refine the 100 statements into a conceptual framework for use in the construction of an instrument, they were grouped into three classifications using an approach similar to that developed by Downey (1960) in his study of *The Task of Public Education*. Downey's report was based on three dissertations completed under the auspices of the Midwest Administration Center at the University of Chicago. The design of this study was adapted from those studies and the form of the questionnaire and the analysis of the data were essentially the same. The University of Chicago studies utilized four classifications for categorizing the goals of the school. They were the intellectual, the social, the personal, and the productive. The productive dimension dealt primarily with vocational and career preparation. This dimension was eliminated from the present study.

The 100 goal statements were categorized into the three classifications. Consequently, the task elements appeared in a concisely summarized form resulting in the following synthesized statement of the task of the kindergarten as defined by the Task Force Committee:

Goal statements which appeared with regularity in the category of "Intellectual Development" were concerned primarily with four separate and distinct elements. The elements and the number of goal statements which each of them represents are:

1) Development of the skills of communication (10)
2) Ability to solve problems and to think creatively (11)
3) Intellectual curiosity and a desire to learn (5)
4) Development of the fundamental intellectual skills (7)

The "Social Development" category, which consisted of goals related to the child's interactions with his peers and to adults, emphasized an additional four elements. The elements and the number of goal statements which each represent are:

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5) Respect for the rights of others (5)
6) Acceptance of responsibility (7)
7) Functioning effectively as a member of a group (4)
8) Relationships with adults (4)

The category of "Personal Development" was also synthesized into four elements, each uniquely concerned with a particular aspect of the child's development. The elements and the number of goal statements represented by them are:

9) Development of physical skills (8)
10) Cultivation of an aesthetic awareness (12)
11) Development of a positive self-concept (6)
12) Development of emotional stability and maturity (6)

Fifteen of the goal statements failed to fit into any of the three categories.

The Conceptual Framework

The next step, which led to the development of a conceptual framework, was to further synthesize the twelve elements into a goal statement which was assumed to contain the basic elements of the task of the kindergarten according to the Task Force Committee. The conceptual framework then served as the basis for the development of the instrument used in the study.

In adapting Downey's framework to the present study, the elements in the category of Intellectual Development were refined and ordered into a more definitive statement of the task of the kindergarten in the intellectual dimension. Each of the elements was concerned with the child and his contact with the world of knowledge and each was judged to deal with a separate task area. The final synthesis of the elements in the Intellectual Dimension were:

A. Intellectual Elements
   1. Desire for Knowledge: Values: A love for learning
   2. Communication of Knowledge: Developing the skills of communication
   3. Use of Knowledge: Creative thinking and problem-solving
   4. Knowledge of the Intellectual Processes: Factual information; intellectual content.

Each of the elements in the category of Social Development was concerned with the child and his relationships to others in his world. Consequently, each was restated and recorded as follows:

B. Social Elements
   5. Child to Child: Learning to work with peers
   6. Child to Group: Responsibility as a group member
   7. Child to Adult: Relationships with adults
   8. Child to Society: Responsible citizenship

The Personal Development category, with areas of development not related to the previous two categories but considered as essential by most educational planners, was synthesized into the following order:

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C. Personal Elements

9. Physical: Development of physical skills and coordination
10. Emotional: Mental and emotional stability
11. Self-concept: Positive view of self
12. Aesthetic: Appreciation of art, music, and beauty in the environment

Subsequently, the total task of the kindergarten as stated by the Task Force was construed as being represented in the twelve elements. Earlier, it was shown in the literature survey that divergent views exist regarding the task of the kindergarten. If the synthesis was to serve any useful purpose, those divergent viewpoints must be reflected. The conceptual framework as stated in Figure 1 accomplished that purpose.

A. Intellectual Dimensions

1. Desire for Knowledge: A desire to learn
2. Communication Of Knowledge: Developing skills of communication
3. Use Of Knowledge: Creative thinking and problem-solving

B. Social Dimensions

4. Knowledge Of The Fundamental Processes: Intellectual content
5. Child To Child: Individual peer relationships
6. Child To Group: Responsibility as a group member
7. Child To Adult: Relationships with adults
8. Child To Society: Responsible citizenship

C. Personal Dimensions

9. Physical: Personal health and development
10. Emotional: Mental and emotional stability
11. Self-concept: Positive view of self
12. Aesthetic: Cultural pursuits

Figure 1—A Conceptual Framework Of The Task Of The Kindergarten

The major area of disagreement in the field of preschool education lies in the basic orientations of the intellectual approach vs. the social-emotional approach. The synthesis, then, presented a basis for the development of an instrument that would discriminate among respondents when they were asked to assign priority of importance to each of the twelve elements.

Instrumentation

It will be recalled that the study had as its purpose the identification of the nature and extent of differences in perception of the task of the kindergarten among and between the selected groups. Because of the geographical distribution of the respondents, a questionnaire-type format was selected as being the most feasible method of gathering the necessary data.

Consideration was given to a number of methods of developing statements with which to elicit responses from the three groups. After intensive

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investigation into various techniques, a forced-choice format resembling the approach used by Downey in his aforementioned study was selected as the most appropriate for this study.

The Frame of Reference

The principals, teachers, and parents in the study were asked to indicate according to priority what they perceived to be the kindergarten's task. In order for parents to be able to select priorities based on what they considered to be the most important items for the school to teach, a frame of reference was developed which "set the stage" from which they could work. Essentially, each parent was presented with a hypothetical dilemma in which their child's kindergarten teacher was forced to omit some areas of instruction because there was not enough time in the kindergarten day to cover all areas thoroughly. They were then asked to indicate what task elements they considered to be the most important for the teacher to retain and which were least important and could, if necessary, be eliminated. Similar frames of reference were also developed for the questionnaires sent to the principals and teachers. Downey (1960) defends the use of such a frame of reference with the following statement: "The importance thus assigned each dimension (is) not a measure of the social value accorded it, but rather a measure of how important it (is) for the school to assume responsibility for teaching it" (p. 28).

Additionally, each of the twelve elements in the Conceptual Framework was translated into a task statement free from educational jargon and which could be easily understood by the general public.

The Questionnaire

The questionnaire consisted of two sections. The first section was concerned with the collection of the demographic and personal characteristics of the respondents. The second section consisted of twelve randomly ordered statements representing the twelve elements synthesized from the original 100 goal statements of the Task Force. The twelve elements and the statements which represented them were:

1) Desire for Knowledge: A desire to learn and a love for learning.
2) Communication of Knowledge: Listening, speaking, and sharing ideas with others.
3) Use of Knowledge: Helping the child to learn to figure out things for himself.
4) Knowledge of the Fundamental Processes: The basic tools for future learning—the 3 R's.
5) Child to Child: Learning to work with, understand, and appreciate individuals of all kinds.
6) Child to Group: Sharing, playing, and working cooperatively in groups.
7) Child to Adult: Helping the child to understand and work with the adults in his life.
8) Child to Society: Learning to accept the responsibilities of everyday

33023

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life.

9) Physical: Appreciation of good health habits and caring for one's body.

10) Emotional: Emotional stability; able to cope with the problems of everyday life.

11) Self-concept: Pride in one's self and his accomplishments.

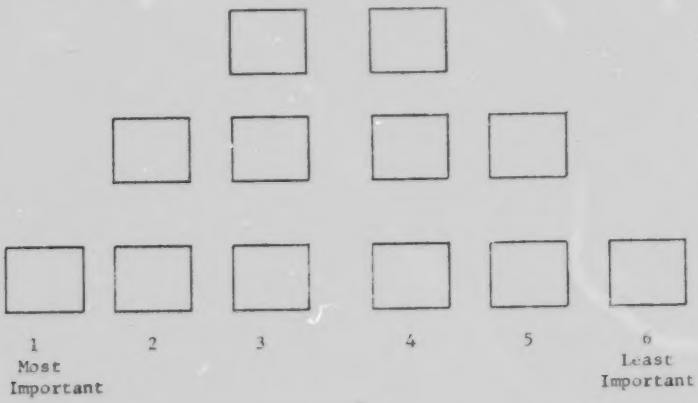
12) Aesthetic: Enjoyment of the finer things of life—art, music, etc.

It was implied earlier that the questionnaire used in this study was a close adaptation of the *T.P.E. Opinionnaire* designed and validated in the University of Chicago studies reported by Downey. The instrument used in the present study, though closely adapted from the original, was submitted for further validation to a panel of judges who were qualified to evaluate the items in terms of content and structure. The adequacy of the content was further strengthened because the Kindergarten Task Force, which developed the original goal elements, was composed of approximately twenty of the most knowledgeable kindergarten people in the state representing a variety of professional and lay backgrounds.

After corrections and rewording of some statements, the instrument was administered to a representative group of parents and a group of educators including both principals and teachers. Approximately two weeks later, the questionnaire was submitted again to the same groups and a reliability coefficient of .88 between Time One and Time Two was established for the instrument.

Analysis of the Data

Following the design used in the study by Downey, the respondents were asked to rank the twelve goal statements into a Q-array. The following forced frequency distribution resulted:



Each category of the array was assigned a weighted value, thus, each task dimension was given a numerical value according to the category into which it was placed. The rankings of various individuals and subpublics could then be composited and compared.

09021

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Downey notes that some care is necessary in interpreting composite priority rankings. He states that "Priority ranks, arrived at in the manner above, have no strict absolute value because they are based originally upon ordinal rather than cardinal numbers" (p. 29). He goes on to say that Kendall resolves this dilemma by observing:

> It is customary . . . to denote the ranks of ordinal numbers 1, 2 . . . n, where n is the number of objects. Thus the object or individual which comes in fifth in the ranking has the rank 5. . . . We shall often operate with these numbers as if they are cardinals of ordinary arithmetic, adding them, subtracting them, and even multiplying them, and it is of some importance to realize exactly what such processes mean.
>
> Suppose, for example, when an object has a rank of 5 when the set of objects is ranked according to some quality A and a rank of 8 according to a second quality B. What is implied by saying that the difference of the ranks is 3? We cannot subtract "fifth" from "eighth"; but a meaning can be given the process nevertheless. To say that the rank according to A is 5 is equivalent to saying that, in arranging according to A, four members were given priority over our particular member, or are preferred to it. Similarly, seven members are preferred in the ranking according to B. Consequently, the number of preferences in the B ranking exceeds the number in the A ranking by 3, and this is not an ordinal number but a cardinal number, i.e., arise by counting (p. 29).

Statistical Treatment

The data were transferred to coding sheets, then to optical scanning sheets, and finally to computer cards. They were initially treated with the subprogram THE ANOVA PROCEDURE from the *Statistical Analysis System* (SAS) package designed and developed by Barr and Goodnight at North Carolina State University (Service 1972). The SAS program performs an analysis of variance of main effects as well as testing for interaction among the variables. For the purposes of this study, interactions beyond the two-level were ignored.

Further analysis of the data was performed by applying a method of multiple comparison of item means. This technique provided a systematic procedure for pairwise multiple comparisons among groups. Of the multiple comparison procedures available, the Sheffe' method was selected for use because of the ability of the technique to handle unequal n's and because it was the most conservative test available. A discussion of the Sheffe' technique may be found in Glass and Stanley (1970).

Essentially, the Sheffe' method tests for significance of difference between sub-population means employing the formula:

$$S = \frac{\hat{\psi}}{\sqrt{MS_w \left(\frac{c_1^2}{n_1} + \frac{c_2^2}{n_2} \cdots \frac{c_j^2}{n_j} \right)}}$$

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where $\hat{\psi}$ = the difference between the means of the sub-populations being compared

MS_w = "mean squares within"

c_j = the constant that multiplies the jth mean, and

n_j = the number of observations in the jth group

The absolute value of the above ratio is then compared to the critical value obtained by finding:

$$\sqrt{(J - 1)_{1-J} F_{J-1, N-J}}$$

where J = the number of columns

N = the total number of observations

H_o is then rejected at the accepted alpha level if S equals or surpasses the critical value. In this study, the .05 alpha level was used as the basis for accepting or rejecting the hypotheses.

Appropriate tables and diagrams were constructed to illustrate significant differences and interpretations of the data were given.

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Chapter III

DATA ANALYSIS AND INTERPRETATION

This chapter presents the analysis and interpretation of the data and a discussion of the findings related to each hypothesis. The first section of the chapter is a discussion of the demographic characteristics of the respondents. The second section is a presentation of the testing of each hypothesis.

Characteristics of the Respondents

The nature of the personal and demographic characteristics of the respondents of this study was of paramount importance because each was established in the rationale of the study as an independent variable. Therefore, a brief description of each of the characteristics is presented in this section.

Responses to the Questionnaire

It was mentioned earlier that a high rate of response was anticipated because of the commitment made by the superintendent of each school district to participate in evaluation efforts. One might also surmise, after observing Table I, that a significant degree of interest in preschool education has been shown by the participants as evidenced in the very high rate of response to the questionnaire.

From the total of 100 principals and 100 teachers, all returned usable questionnaires. A total of 600 parents were contacted with 522 usable questionnaires and forty-two invalid questionnaires returned.

TABLE I

NUMBER AND PERCENTAGE OF RESPONSES OF PRINCIPALS, PARENTS, AND TEACHERS OF THE 100 PILOT KINDERGARTEN UNITS

Group	n[a]	n[b]	Percent
Principals	100	100	100.0
Teachers	100	100	100.0
Parents	600	522	87.0

a = Total n b = Respondents

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Rural-Urban-Metropolitan Characteristics

The attempt by the State Department of Education to select a group of school districts representing a variety of cultural backgrounds was apparently successful. Table 2 indicates that each of the three types of school districts was adequately represented.

TABLE 2

NUMBER AND PERCENTAGE OF EDUCATORS AND PARENTS IN RURAL, URBAN, AND METROPOLITAN SCHOOL DISTRICTS

Nature of School District	Educators		Parents	
	N	Percent	N	Percent
Rural	36	36	175	33.5
Urban	41	41	223	42.7
Metropolitan	23	23	124	23.8
Totals	100	100	522	100.0

Sex *Characteristics*

It was anticipated that most of the principals in the study would be male and that most or all of the teachers would be female. Table 3 illustrates that the assumption was generally correct.

TABLE 3

NUMBER AND PERCENTAGE OF MALE AND FEMALE PRINCIPALS, TEACHERS, AND PARENTS OF THE 100 PILOT KINDERGARTEN UNITS

Group	Male		Female		Total	
	N	Percent	N	Percent	N	Percent
Principals	82	82	18	18	100	100
Teachers	0	0	100	100	100	100
Parents	258	49.4	264	50.6	522	100

All of the teachers were female and an overwhelming majority of the principals were male. The design of the sampling procedure intended to secure a representative sample of male parents was very successful. The parent male-female ratio was approximately fifty-fifty.

Age *Characteristics*

The age characteristics of the respondents were different in each of

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the three groups. Most of the principals were above forty years of age, presumably because age and experience are important prerequisites for entrance into the position. On the other hand, the vast majority of teachers were under thirty years of age, in all likelihood because recent graduates of teacher preparation programs were more likely to be certified to instruct in the kindergarten. Most of the parents, because they have children of kindergarten age, were relatively young. Table 4 illustrates the age characteristics of the three groups.

TABLE 4

NUMBER AND PERCENTAGE OF PRINCIPALS, TEACHERS, AND PARENTS IN SELECTED AGE GROUPS

Principals			Teachers			Parents		
Age Category	N	Percent	Age Category	N	Percent	Age Category	N	Percent
Under 40	13	13	Under 30	65	65	nder 30	184	35.3
40 - 49	21	21	30 +	34	34	30 - 39	258	49.5
50 - 59	30	30	No Resp.	1	1	40 +	79	15.2
60 +	22	22				No Resp.	1	.0
No Resp.	4	4						
Total	100	100	Total	100	100	Total	522	100.0

Race Characteristics

Table 5 illustrates the racial composition of the three groups surveyed.

TABLE 5

NUMBER AND PERCENTAGE OF WHITE AND BLACK PRINCIPALS, TEACHERS, AND PARENTS OF THE 100 PILOT KINDERGARTEN UNITS

Group	White		Black		No response		Total	
	N	Percent	N	Percent	N	Percent	N	Percent
Principals	97	97	2	2	1	1	100	100
Teachers	98	98	2	2	0	0	100	100
Parents	491	94.0	31	6.0	0	0	522	100

Black population in the state of Kentucky was 7.17 percent according to a 1972 Bureau of the Census Report (U.S. Department of Commerce,

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1972). The number of black principals and teachers responding to the questionnaire was substantially short of that percentage. The percentage of black parents, however, was relatively close to the statewide racial distribution.

Educational Level

The educational level of the professional educators in the study ranged from a minimum of a Bachelor's degree to a Rank I certificate or Ed.S. degree, both of which require at least thirty semester hours of graduate work beyond the Master's degree. Most of the principals had a Master's degree or above while most of the teachers held the Bachelor's degree. The educational level of the parents appeared to be somewhat higher than the general educational level of Kentucky's adult population. The number of parents who were graduated from or attended college was substantially higher than the state average. Exact comparative figures were not available but an observation of census data revealed the differences. A possible explanation for this phenomenon might be that superintendents, who had a choice as to where they could place their kindergarten units, chose to place them in middle class neighborhoods. A representative number of each educational level of parents was obtained, however, which made analysis of the data practicable. Table 6 shows the breakdown of the three groups according to educational level.

TABLE 6

NUMBER AND PERCENTAGE OF PRINCIPALS, TEACHERS, AND PARENTS CLASSIFIED ACCORDING TO SELECTED EDUCATIONAL LEVELS

Educational Level	Principals		Teachers		Educational Level	Parents	
	N	Percent	N	Percent		N	Percent
B.A.	3	3	65	65	Less than high school	114	21.8
B.A. + 15	3	3	20	20			
M.A.	21	21	10	10	High School	198	37.9
M.A. + 15	24	24	3	3			
Rank I or Ed.S.	49	49	2	2	Some college or college grad.	210	40.3
Total	100	100	100	100	Total	522	100.0

Religious Characteristics

Earlier, it was stated that several studies have shown that the religious background of respondents was a predictor of educational attitudes. Table

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7 illustrates the religious preferences of the three groups of participants in the study. For purposes of comparison, the respondents were grouped into one of three major classifications—Protestant, Catholic, and No Church Affiliation.

TABLE 7

NUMBER AND PERCENTAGE OF PRINCIPALS, TEACHERS, AND PARENTS CLASSIFIED ACCORDING TO RELIGIOUS PREFERENCE

Religious Preference	Principals		Teachers		Parents	
	N	Percent	N	Percent	N	Percent
Protestant	87	87	83	83	390	74.7
Catholic	6	6	11	11	60	11.5
No Church Affiliation	7	7	6	6	72	13.8
Totals	100	100	100	100	522	100

University Attended by Educators

Most of the educators who participated in this study were graduated from universities within the state of Kentucky. Respondents were asked to indicate from which university they received their last degree. Table 8 presents a school-by-school breakdown of the major teacher training universities in the state and the number of teachers and principals graduated from each.

TABLE 8

NUMBER AND PERCENTAGE OF PRINCIPALS AND TEACHERS CLASSIFIED ACCORDING TO UNIVERSITY FROM WHICH LAST DEGREE WAS RECEIVED

University Attended	Principals		Teachers	
	N	Percent	N	Percent
University of Ky.	15	15	9	9
Western Ky. Univ.	18	18	9	9
Morehead Univ.	9	9	12	12
Eastern Ky. Univ.	20	20	21	21
Univ. of Louisville	3	3	3	3
Murray State Univ.	11	11	11	11
Other	23	23	34	34
No Response	1	1	1	1
Total	100	100	100	100

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TABLE 9

NUMBER AND PERCENTAGE OF PARENTS CLASSIFIED ACCORDING TO OCCUPATIONAL LEVEL

Occupational Level		N	Percent
HIGH	Major professional, business managers, and administrative personnel	142	27.2
MIDDLE	Clerical, sales, technical and skilled manual workers	138	26.4
LOW	Machine operators, semi-skilled and unskilled	72	13.8
Not Employed		170	32.6
Totals		522	100.0

Occupational Characteristics of Parents

Parents in the study were asked to indicate their present occupation. Their responses were categorized according to Hollingshead's Occupational Scale of the *Two-Factor Index of Social Position* (1957). Table 9 presents the number of parents in each of the categories used in the study.

The category Not Employed was almost entirely composed of non-working mothers.

TABLE 10

NUMBER AND PERCENTAGE OF PARENTS CLASSIFIED ACCORDING TO INCOME LEVEL

Income Level		N	Percent
Low	Under $6,000	89	17.1
Middle	$6,000-$11,999	161	30.8
High	$12,000 +	98	18.8
No Resp.	(Housewives)	174	33.3
Totals		522	100.0

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Income Characteristics of Parents

Parents were asked to check the category into which their yearly income fell. Table 10 shows that those parents who had income were adequately represented at each income level. The large number of parents in the No Response classification represented almost entirely the non-working mothers.

Testing of Hypotheses

To briefly review the statistical treatment of the data, each of the hypotheses was first tested using the previously mentioned subprogram THE ANOVA PROCEDURE with further analysis using the Sheffe' method of paired comparisons for those hypotheses which proved to be significant.

Differences Between Groups

The first hypothesis was concerned with differences between the three groups of respondents regarding their perceptions of the task of the kindergarten.

Parents placed a higher value on the Task Items in the Intellectual Dimension than did either of the professional groups. The four items in the Social Dimension received almost an equal amount of support from each group while the items in the Personal Dimension received little support from any group of respondents.

Top priority for both teachers and parents was given to the task element related to the encouragement of a love for learning and a desire to learn, while principals assigned the same element a number two priority. Each of the groups assigned a high priority to Group Responsibility with teachers and parents rating it second and principals giving it highest priority. The task element of Citizenship, which was concerned with the child and his acceptance of responsibility was rated third by principals and parents but only sixth by teachers. Teachers perceived a positive Self-Concept to be much more important, giving it the third priority.

Table 11 illustrates the data. By observing the means and corresponding ranks of each group of Task Items, it can be seen that parents ranked each of the four items in the Intellectual Dimension equal to or higher than the professional educators, thus giving a reasonably clear indication that they perceive that dimension to be the primary concern of the kindergarten.

The four items in the Social Dimension were ranked similarly by all three groups with each ranking Group Responsibility high and Adult Relations low.

A close look at the four items in the Personal Dimension revealed that the three groups placed noticeably different values on the items. Educators tended to place a higher priority on the items than did parents. All three groups, however, placed a low value on the Task Item Aesthetic.

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It can be stated then, in general terms, that parents placed a higher priority on the items in the Intellectual Dimension than did educators; educators were more favorable toward items in the Personal Dimension than were parents; and, the three groups were relatively in agreement on the priority of the items in the Social Dimension.

TABLE 11

MEANS AND RANKS OF KINDERGARTEN TASK DIMENSIONS BY COMPOSITE PRINCIPAL, TEACHER, AND PARENT GROUPS

Task Dimension	Principals N=100 $\bar{X}$	Rank	Teachers N=100 $\bar{X}$	Rank	Parents N=100 $\bar{X}$	Rank
Desire for Knowledge	2.65	2	2.46	1	2.55	1
Communication Skills	3.19	5	3.21	7	3.12	4
Problem-Solving Skills	3.32	7	3.00	5	3.16	5
Knowledge of the Fundamental Processes	4.57	10	4.83	11	3.60	9
Peer Relationships	3.32	8	3.34	8	3.40	8
Group Responsibility	2.10	1	2.56	2	2.87	2
Adult Relations	4.76	12	5.07	12	4.50	11
Citizenship	2.91	3	3.06	6	2.97	3
Physical	3.87	9	4.31	9	4.10	10
Emotional	3.07	4	2.91	4	3.38	6
Self-Concept	3.21	6	2.60	3	3.39	7
Aesthetic	4.73	11	4.65	10	4.98	12

The null form of the first hypothesis stated, substantively, that no significant differences existed between the three groups of respondents in their perceptions of what the task of the kindergarten should be. The initial treatment of the data using the ANOVA subprogram indicated that the data failed to support the hypothesis on seven of the twelve Task Items. Table 12 illustrates the items which appeared significant.

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TABLE 12

SIGNIFICANT DIFFERENCES BETWEEN PRINCIPALS', TEACHERS', AND PARENTS' PERCEPTION OF THE TASK OF THE KINDERGARTEN

Source of Variance	Sum of Squares	F Value	Probability
Knowledge of the Fundamental Processes	156.603	36.970	0.0001
Group Responsibility	13.647	4.585	0.010
Adult Relations	22.144	11.183	0.0001
Physical	8.204	3.674	0.025
Emotional	20.701	5.959	0.003
Self-Concept	46.330	15.196	0.0001
Aesthetic	11.282	5.937	0.003

df = 2

It will be noted that significant differences appeared on all four of the task elements in the Personal Dimension. To further analyze the differences identified in the ANOVA table, the groups were paired and the Sheffe' method previously referred to was applied so that differences between groups could be noted. Table 13 presents those differences.

Table 13 clearly shows that the greatest number of differences lay between parents and the professional educators. In fact, on six of the seven Task Items, parents differed significantly with one or both of the professional groups.

Perhaps one of the most important differences, as far as educational planners are concerned, was that found on Item Four—Knowledge of the Intellectual Processes, which was stated on the questionnaire as "The basic tools for future learning—the 3 R's." It was noted earlier that conflict in approaches to preschool education center around the intellectual vs. the social-emotional approach. Item Four appears to be the epitome of the intellectual approach, and parents differed significantly from both professional groups on the relative importance of that particular item, ranking it significantly more important than both teachers and principals.

Principals ranked the fourth item Group Responsibility, significantly higher than did parents, while on Item Seven, Adult Relations, which received very little support from any of the groups, parents assigned a significantly higher priority than did teachers.

Differences between parents and professionals appeared on three of the four Task Items in the Personal Dimension. Teachers perceived the

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TABLE 13

DIFFERENCES IN PRINCIPALS', TEACHERS', and PARENTS' PERCEPTIONS OF THE TASK OF THE KINDERGARTEN EXPRESSED AS DIFFERENCES BETWEEN ITEM MEANS FOR EACH COMBINATION OF GROUPS

Total N = 722

Item	Differences Between Item Means		
	1 - 2	1 - 3	2 - 3
Knowledge of the Fundamental Processes	- .26	+ .97*	+ 1.23*
Group Responsibility	- .16	- .47*	- .31
Adult Relations	- .31	+ .26	+ .57*
Physical	- .44*	- .23	+ .21
Emotional	+ .16	- .31	- .47*
Self-Concept	+ .61*	- .18	- .79*
Aesthetic	+ .08	- .25	- .33*

*Exceeds .05 Significance Level 1 = Principals 3 = Parents
2 = Teachers

Task Items Emotional, Self-Concept, and Aesthetic to be significantly more important than did parents. Additionally, the item Self-Concept was rated significantly higher by teachers than principals. On the remaining Task Item in the Personal Dimension, principals assigned a significantly higher priority to the Physical aspect of the kindergarten than did teachers.

Differences Among Principals

There were four sub-hypotheses which were concerned with differences among principals in the way they perceived the task of the kindergarten when the respondents were grouped according to the demographic variables of age, sex, area, and the university from which the principal received his last degree. The following sections report the results of the data analysis.

Hypothesis 2.1

The hypothesis stated, substantively, that no significant differences in the responses of principals regarding the task of the kindergarten would appear when the respondents were categorized according to age.

The data supported the hypothesis and it stands as stated.

Hypothesis 2.2

The hypothesis stated, substantively, that no significant differences in the responses of principals regarding the task of the kindergarten would appear when the respondents were categorized according to sex.

09036

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The data supported the hypothesis and it stands as stated.

Hypothesis 2.3

The hypothesis stated, substantively, that no significant differences in the responses of principals regarding the task of the kindergarten would appear when the respondents were categorized according to the rural, urban, or metropolitan nature of the school district.

The data supported the hypothesis and it stands as stated.

Hypothesis 2.4

The hypothesis stated, substantively, that no significant differences in the responses of principals regarding the task of the kindergarten would appear when the respondents were categorized according to the amount of his professional training.

The data supported the hypothesis and it stands as stated.

Hypothesis 2.5

The hypothesis stated, substantively, that no significant differences in the responses of principals regarding the task of the kindergarten would appear when the respondents were categorized according to the university from which the principal received his last degree.

The data supported the hypothesis and it stands as stated.

Differences Among Teachers

Four sub-hypotheses were concerned with differences among teachers and their perceptions of the kindergarten's task. The demographic categories into which teachers were grouped were age, area, amount of professional training, and the university from which the teacher received her last degree. Each hypothesis is discussed in one of the following sections.

Hypothesis 3.1

The hypothesis stated, substantively, that no significant differences in the responses of teachers would appear when the respondents were categorized according to age.

Table 14 illustrates that a significant difference appeared on the item Knowledge of the Fundamental Processes.

TABLE 14

SIGNIFICANT DIFFERENCES IN TEACHERS' PERCEPTIONS OF THE TASK OF THE KINDERGARTEN WHEN CATEGORIZED ACCORDING TO THE AGE OF THE RESPONDENTS

Source of Variance	Sum of Squares	F Value	F Probability
Knowledge of the Fundamental Processes	7.935	5.490	0.023

df = 1

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Further analysis using the multiple comparison technique revealed that teachers under thirty years of age placed a significantly higher priority on the value of teaching Knowledge of the Fundamental Processes in the kindergarten. Table 15 illustrates the difference.

TABLE 15

DIFFERENCES IN TEACHERS' PERCEPTIONS OF THE TASK OF THE KINDERGARTEN EXPRESSED AS DIFFERENCE BETWEEN ITEM MEANS OF THE TWO AGE GROUPS

Task Item	Difference Between Item Means 1 - 2
Knowledge of the Fundamental Processes	- .56*

*Exceeds .05 level of significance 1 = Under 30 years of age
2 = 30 years or older

Hypothesis 3.2

The hypothesis stated, substantively, that no significant differences in the responses of teachers regarding the task of the kindergarten would appear when the respondents were categorized according to the rural, urban, or metropolitan nature of the school district.

The data supported the hypothesis and it stands as stated.

Hypothesis 3.3

The hypothesis stated, substantively, that no significant differences in the responses of teachers regarding the task of the kindergarten would appear when the respondents were categorized according to the amount of their professional training.

Significant differences appeared on the Task Item Peer Relationships. When the groups were paired and the Sheffe' test was applied, however, none of the pairs exceeded the accepted level of significance.

Hypothesis 3.4

The hypothesis stated, substantively, that no significant differences in the responses of teachers regarding the task of the kindergarten would appear when the respondents were classified according to the University from which the teacher received her last degree.

The data supported the hypothesis and it stands as stated.

Differences Among Parents

Parents were categorized according to age, sex, race, religious preference, occupation, area, educational level, and income. Each variable was statistically tested for significant differences between every level of the variable.

09038

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Each hypothesis is discussed separately in the following sections.

Hypothesis 4.1

The hypothesis stated, substantively, that no significant differences in the responses of parents regarding the task of the kindergarten would appear when the respondents were categorized according to age.

The ANOVA procedure revealed that age was a significant factor on the Task Item Self-Concept. Table 16 reports the significance level.

TABLE 16

SIGNIFICANT DIFFERENCES IN PARENTS' PERCEPTIONS OF THE TASK OF THE KINDERGARTEN WHEN CATEGORIZED ACCORDING TO THE AGE OF THE RESPONDENTS

Source of Variance	Sum of Squares	F Value	F Probability
Self-Concept	10.515	3.530	0.029

df = 2

The application of the Sheffe' test found significant differences between two of the three paired comparisons. Table 17 shows that parents under thirty years of age and parents between thirty and forty years of age ranked Self-Concept significantly higher than the group of parents forty years of age or older.

TABLE 17

DIFFERENCES IN PARENTS' PERCEPTIONS OF THE TASK OF THE KINDERGARTEN EXPRESSED AS DIFFERENCES BETWEEN ITEM MEANS OF THE THREE AGE GROUPS

Item	Difference Between Item Means		
	1 - 2	1 - 3	2 - 3
Self-Concept	- .02	- .41*	- .38*

*Exceeds .05 level of significance

1 = Under 30
2 = 30 - 39
3 = 40 +

Hypothesis 4.2

The hypothesis stated, substantively, that no significant differences in the responses of parents regarding the task of the kindergarten would appear when the respondents were categorized according to sex.

The data supported the hypothesis and it stands as stated.

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Hypothesis 4.3

The hypothesis stated, substantively, that no significant differences in the responses of parents regarding the task of the kindergarten would appear when the respondents were categorized according to race.

Significant differences were found to exist on the Task Items of Communication Skills, Citizenship, and Physical. Table 18 illustrates the differences.

TABLE 18

SIGNIFICANT DIFFERENCES IN PARENTS' PERCEPTIONS OF THE TASK OF THE KINDERGARTEN WHEN CATEGORIZED ACCORDING TO THE RACE OF THE RESPONDENTS

Source of Variance	Sum of Squares	F Value	F Probability
Citizenship	4.801	4.000	0.043
Communication Skills	5.154	4.678	0.029
Physical	18.469	15.431	0.003

df = 1

When the means of the two groups were compared, it was found that whites perceived the items of Communication Skills and Citizenship to be significantly higher in importance than did blacks. On the other hand, blacks rated the Task Item Physical significantly higher than did the white respondents. Table 19 illustrates the differences.

TABLE 19

DIFFERENCES IN PARENTS' PERCEPTIONS OF THE TASK OF THE KINDERGARTEN EXPRESSED AS DIFFERENCES BETWEEN ITEM MEANS OF THE TWO RACE GROUPS

	Difference Between Item Means 1 - 2
Citizenship	- .41*
Communication Skills	- .42*
Physical	+ .80*

*Exceeds .05 level of significance 1 = White 2 = Black

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Hypothesis 44

The hypothesis stated, substantively, that no significant differences in the responses of parents regarding the task of the kindergarten would appear when the respondents were categorized according to religious preference.

Table 20 shows that significant differences were found on the Task Items Citizenship and Physical.

TABLE 20

SIGNIFICANT DIFFERENCES IN PARENTS' PERCEPTIONS OF THE TASK OF THE KINDERGARTEN WHEN CATEGORIZED ACCORDING TO THE RELIGIOUS PREFERENCE OF THE RESPONDENTS

Source of Variance	Sum of Squares	F Value	F Probability
Citizenship	7.328	3.05*	0.046
Physical	16.136	5.80*	0.003

df = 2

When the groups were compared and the Sheffe' test was applied, it was found that the Protestant group and the group with No Church Affiliation ranked Citizenship significantly higher than did the Catholic respondents. Similarly, the same two groups ranked Physical significantly higher than did the Catholic group. Table 21 presents the data.

TABLE 21

DIFFERENCES IN PARENTS' PERCEPTIONS OF THE TASK OF THE KINDERGARTEN EXPRESSED AS DIFFERENCES BETWEEN ITEM MEANS OF THE THREE GROUPS OF RELIGIOUS PREFERENCE

	Difference Between Item Means		
Item	1 - 2	1 - 3	2 - 3
Citizenship	- .37*	- .07	+ .30*
Physical	- .52*	+ .23	+ .75*

*Exceeds .05 level of significance

1 = Protestants
2 = Catholics
3 = No church affiliation

Hypothesis 45

The hypothesis stated, substantively, that no significant differences in the responses of parents regarding the task of the kindergarten would

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appear when the respondents were categorized according to occupational level.

Table 22 shows that significant differences were found on the Task Items Knowledge of the Fundamental Processes and Adult Relations.

TABLE 22

SIGNIFICANT DIFFERENCES IN PARENTS' PERCEPTIONS OF THE TASK OF THE KINDERGARTEN WHEN CATEGORIZED ACCORDING TO THE OCCUPATIONAL LEVEL OF THE RESPONDENTS

Source of Variance	Sum of Squares	F Value	F Probability
Knowledge of Fundamental Processes	42.461	7.188	0.003
Adult Relations	16.486	5.369	0.001

df = 3

When the groups were paired, differences were revealed primarily between the Low occupational group and the other groups. The Low group ranked Knowledge of the Fundamental Processes significantly higher than did each of the other three groups. On the remaining item, the same group ranked Adult Relations significantly higher than did the High group. Table 23 illustrates the differences.

TABLE 23

DIFFERENCES IN PARENTS' PERCEPTIONS OF THE TASK OF THE KINDERGARTEN EXPRESSED AS DIFFERENCES BETWEEN THE ITEM MEANS OF THE FOUR OCCUPATIONAL GROUPS

	Differences Between Item Means					
Item	1-2	1-3	1-4	2-3	2-4	3-4
Knowledge of Fundamental Processes	+.16	+.91*	+.33	+.75*	+.17	-.58*
Adult Relations	+.20	+.59*	+.22	+.38	+.02	-.36

*Exceeds .05 level of significance 1 = High 4 = Not Employed
2 = Middle
3 = Low

Hypothesis 4.6

The hypothesis stated, substantively, that no significant differences in the responses of parents regarding the task of the kindergarten would

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appear when the respondents were categorized according to the rural, urban, or metropolitan nature of the school district in which their child attends school.

Only one difference was found when area was considered as a variable. Table 24 shows that a difference appeared on the Task Item Aesthetic.

TABLE 24

SIGNIFICANT DIFFERENCES IN PARENTS' PERCEPTIONS OF THE TASK OF THE KINDERGARTEN WHEN CATEGORIZED ACCORDING TO THE RURAL, URBAN, OR METROPOLITAN NATURE OF THE SCHOOL DISTRICT

Source of Variance	Sum of Squares	Value	Probability
Aesthetic	9.134	4.754	0.009

df = 2

Further analysis of the item revealed that there were differences between the group of Metropolitan respondents and the two other groups. They ranked Aesthetic significantly higher than did both the Rural and Urban respondents. Table 25 illustrates the differences.

TABLE 25

DIFFERENCES IN PARENTS' PERCEPTIONS OF THE TASK OF THE KINDERGARTEN EXPRESSED AS DIFFERENCES BETWEEN ITEM MEANS OF THE THREE AREA GROUPS

Item	Difference Between Item Means		
	1 - 2	1 - 3	2 - 3
Aesthetic	+.04	+.29*	+.33*

*Exceeds .05 level of significance

1 = Rural
2 = Urban
3 = Metropolitan

Hypothesis 47

The hypothesis stated, substantively, that no significant differences in the responses of parents regarding the task of the kindergarten would appear when the respondents were categorized according to educational level.

Analysis of the data revealed that differences appeared on five of the twelve Task Items when the educational level of the parents was considered. The differences are shown in Table 26.

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TABLE 26

SIGNIFICANT DIFFERENCES IN PARENTS' PERCEPTIONS OF THE TASK OF THE KINDERGARTEN WHEN CATEGORIZED ACCORDING TO EDUCATIONAL LEVEL

Source of Variance	Sum of Squares	F Value	F Probability
Physical	41.517	17.344	0.0001
Adult Relations	39.023	19.062	0.0001
Desire for Knowledge	19.926	5.495	0.004
Knowledge of Fundamental Processes	46.252	11.745	0.0001
Self-Concept	9.000	3.022	0.048

df = 2

The paired comparison technique revealed significant differences between all educational levels. Respondents with less than a high school education differed significantly with the college educated group on all five of the Task items. They ranked Physical significantly higher than both the other groups. Additionally, they, along with the group with a high school education ranked Adult Relations and Knowledge of the Fundamental Processes higher than the college educated group. Conversely, the college educated group and the high school educated group placed a

TABLE 27

DIFFERENCES IN PARENTS' PERCEPTIONS OF THE TASK OF THE KINDERGARTEN EXPRESSED AS DIFFERENCES BETWEEN ITEM MEANS OF THE THREE EDUCATIONAL LEVELS

Item	Difference Between Item Means		
	1 - 2	1 - 3	2 - 3
Physical	-.69*	-.67*	+.02
Adult Relations	-.24	-.68*	-.44*
Desire for Knowledge	+.48*	+.46*	-.02
Knowledge of Fundamental Processes	-.07	-.65*	-.58*
Self-Concept	+.21	+.35*	+.14

*Exceeds .05 level of significance

1 = less than high school
2 = high school
3 = college

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significantly higher priority on a Desire for Knowledge. On one other item, Self-Concept, the college educated group was significantly higher than the group with less than a high school education.

All differences are shown in Table 27.

Hypothesis 4.8

The hypothesis stated, substantively, that no significant differences in the responses of parents regarding the task of the kindergarten would appear when the respondents were categorized according to income level.

Initial analysis of the data revealed a significant difference on the Task Item Self-Concept; however, the item failed to survive the more conservative Sheffe' test and was declared not significant. The hypothesis, therefore, stands as stated.

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Chapter IV

SUMMARY, CONCLUSIONS AND IMPLICATIONS, AND RECOMMENDATIONS

The purpose of this investigation was to determine whether significant differences exist between and among the principals, teachers, and parents of Kentucky's 100 pilot kindergarten units regarding their perceptions of the task of the kindergarten. A search of the literature has revealed that certain personal and demographic variables have been significantly related to the educational viewpoints of educators and lay people. Therefore, in order to establish whether or not such relationships exist between and among the three groups, a number of independent variables were selected and the responses of the participants were statistically tested for significant differences.

The data for the study were secured from the 100 principals, 100 teachers, and a fifteen percent sample of the estimated 4,000 parents of the 100 kindergarten units. A response rate of 100 percent from principals and teachers and eighty-seven percent from parents was obtained. The data were treated using a factorial analysis of variance program from the *Statistical Analysis System* designed and developed by Barr and Goodnight and North Carolina State University. Additional analysis was performed using the Sheffe' technique of multiple comparisons.

Summary of the Findings

Analysis of the data revealed differences between the three groups in the basic orientations they take toward kindergarten education as well as more specific differences on a number of the Task Items to which they were asked to assign priority. To briefly summarize the findings of the study:

1) Parents placed a rank value equal to or higher than did either of the two professional groups on the four Task Items in the Intellectual Dimension. On one of the items, Knowledge of the Fundamental Processes, parents differed with both groups of educators at the .0001 significance level by assigning the item a much higher priority, giving credence to the idea that parents expect a more subject-matter-oriented program for the kindergarten while educators view the period as a time of personal adjustment to a new environment.

2) Educators, in general, and the teachers, in particular, placed a substantially higher value on the four items in the Personal Dimension than did the parent group. Teachers ranked three of the items, Emotional, Self-Concept, and Aesthetic, significantly higher (all at or beyond the .003 level) than did the parents who participated in the study. Self-Concept was also ranked significantly higher by teachers

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over principals, while principals ranked Physical significantly higher than did teachers.

3) The Task Items in the Social Dimension were accorded approximately the same priority by each of the groups with the only significant differences occuring when parents ranked Adult Relations higher than did teachers and when principals assigned a higher priority to Group Responsibility than did parents. Figure 1 summarizes the differences.

	Principals	Teachers	Parents
Principals		Self-Concept	Emotional
Teachers	Physical		Knowledge Adult Relations
Parents	Group Responsibility	Emotional Self-Concept Aesthetic	

Interpretation: The group *above* an item ranked that item higher than the group *adjacent* to it.

Fig. 1—Summary of All Significant Differences Between Principals, Teachers, and Parents

It can be generally stated, then, that parents placed a higher priority on the Task Items in the Intellectual Dimension than did educators; educators were more favorable toward items in the Personal Dimension than were parents; and, the three groups were relatively in agreement on the priority of the items in the Social Dimension.

4) There were no significant differences among principals' perceptions of the task of the kindergarten when they were categorized according to age, sex, area, amount of professional training, and the university from which the principal received his last degree.

5) Only one significant difference appeared among teachers. When they were categorized according to age, the younger group of teachers placed a significantly higher priority on the Task Item Knowledge of the Fundamental Processes than did the older teachers. There were no significant differences among teachers when they were categorized according to area, amount of professional training, or university from which the teacher received her last degree.

6) Age was a significant factor among parents on only one of the Task Items. The two groups of parents under forty years of age placed a higher priority on the item Self-Concept than did parents forty years of age or older.

7) When parents were categorized according to race, it was found that whites placed a significantly higher value on the items of Communica-

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tion Skills and Citizenship while blacks placed a higher value on the Task Item Physical.

8) Religious affiliation of parents was a significant factor on two of the Task Items. Protestant respondents and those with No Church Affiliation ranked both Citizenship and Physical significantly higher than did the Catholic respondents.

9) Respondents in the Low occupational category ranked Knowledge of the Fundamental Processes significantly higher than did each of the other three groups. They also ranked Adult Relations significantly higher than did the High Group.

10) When the nature of the school district was used as a variable among parents, one difference appeared. Metropolitan parents placed a significantly higher priority on the Task Item Aesthetic than did parents in the other two groups.

11) Among parents, educational level proved to be the most discriminating variable. Figure 2 summarizes the differences and shows that most of the differences were between respondents with less than a high school education and those who had attended or graduated from college.

	Low	Middle	High
L O W		Desire for Knowledge	Desire for Knowledge Self-Concept
M I D	Physical		
H I G H	Physical Adult Relations Knowledge of Fundamental Processes	Adult Relations Knowledge of Fundamental Processes	

Interpretation: Same as Figure 1.
Low = less than high school
Middle = high school
High = some college or college graduate

Fig. 2—Summary of All Significant Differences Between Educational Sub-publics of Parents

12) There were no significant differences among parents when they were categorized according to sex and income level.

Conclusions and Implications

It was quite clear that the three groups of respondents had significantly different perceptions of what the task of the kindergarten should be. The findings of the study give substantial support to the earlier discussion of the divergent views which abound in modern preschool education. They also give support to the findings of earlier studies, discussed in Chapter I,

39048

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that have identified differences in parents' and educators' perceptions of the goals of education.

It was also apparent that there were a number of Task Items on which there was considerable agreement between the three groups, and the importance of such findings should not be overlooked. A kindergarten program built around the primary goals of Desire for Knowledge and Group Responsibility, for instance, would apparently be acceptable to all three groups, for they were ranked among the first two by each of the groups. Also, the respondents were relatively in agreement on the priority of the four items in the Social Dimension (which included Group Responsibility) giving another direction from which to build a program based on a consensus of opinion.

Perhaps one of the most important findings of this study was that, although the three groups were in disagreement over several of the goals of the kindergarten, the differences within groups were negligible. The principals and teachers were very homogeneous groups in regard to their perceptions, with no differences among principals and only one difference among teachers. The parent group was not as homogeneous as the educator groups, but most of the differences among parents were scattered among the sub-publics.

These findings indicate, first, that the planners of kindergarten programs in the state of Kentucky should carefully study the expectations of both educators and parents before designing a program for the state or for a local school district.

Second, there are obvious implications in regard to effective public relations on the part of the school systems involved in building a kindergarten program. It has been shown that parents disagree with educators in specific goal areas. If these differences are to be alleviated, public relations programs calculated to reduce disagreement might need to be undertaken.

Third, the findings have implications for members of the Kindergarten Task Force as well as local educational planners. Educators have the knowledge and expertise to design and implement sound educational programs. Yet, ultimately, they are responsible to the public which they serve. The success of any new program can be augmented when representatives of all concerned groups carefully examine their own beliefs as well as keeping apprised of the opinions of others.

Though only one significant difference was found among teachers, that difference may have critical implications for the kindergarten program. Younger teachers, by placing a significantly higher value on Knowledge of the Fundamental Processes, support the ideas presented in Chapter I by Elkind (p. 7), Biber (p. 8), and others who state that battle lines are shaping up between traditional kindergarten teachers who define education as self-development and the "new breed" of preschool teachers who rely more heavily on external enforcement. Thus, though the teacher group was a relatively homogeneous one in regard to its goal perceptions, the one difference they do have could develop into a problem area in program

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planning. Whether or not the difference is finally resolved, an awareness of the conflict by the participants should be of some concern.

Though there were scattered differences among parent sub-publics, educational level emerged at the best predictor of educational viewpoint. This finding agrees with a similar one by Downey in his 1960 study. Knowledge of this pattern could prove to be extremely useful to school districts which might embark on public relations programs to sell their program of kindergarten education.

Finally, this study should make educational planners aware that while it is necessary to seek some degree of consensus in the setting of educational goals, complete agreement will probably never be achieved. It follows, then, kindergarten programs on both the state and local levels will be more effective if the views of all participants are somewhat coincident.

Recommendations for Further Research

Several possibilities exist for further research on both a state and local level.

On the state level, it would be interesting to survey the first grade teachers to determine what they believe the proper task of the kindergarten to be. Since they will be teaching the kindergarten children who are now in the pilot units in 1974-75, their perceptions of how well the initial group of children meet their expectations would provide some degree of insight.

Similarly, and perhaps in conjunction with the aforementioned study, a longitudinal study of children who have participated in the pilot units compared to those who have not participated might help to identify the strengths and weaknesses of the pilot program.

On the local level, a possibility for research would be as a follow-up study to determine the effectiveness of a public relations program to explain the purpose of the kindergarten year to parents.

Local program planners might also find it stimulating and interesting to utilize the *T.P.E. Opinionnaire* or an adaptation of the instrument to conduct a community opinion survey.

Final Summary

This study has attempted to assess the perceptions of the kindergarten's task held by the major participants in Kentucky's initial effort to establish a state-wide public kindergarten program. It has provided to educational planners useful knowledge regarding differences in those perceptions and their relationship to a number of variables associated with the differences. It has also shown that there are a number of areas of agreement between the groups.

As for the differences which were found between the participants, none are irreconciliable. With cooperative planning by state and local boards of education incorporating a variety of positions, successful kindergarten programs can be established throughout the state. By building upon those areas in which there was commonality of viewpoint, the Kindergarten Task

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Force should be able to formulate a statement of the kindergarten's task which would be acceptable to all groups.

The findings of the study also strongly support the position that not all task elements should be considered of equal importance by program builders. Thus, a simple enumeration of task elements is insufficient; priorities of importance should be assigned to each task.

Finally, the investigation has demonstrated that the usefulness and potential of the *Task of Public Education Opinionnaire* and its conceptual framework are not limited to a specific approach but, with proper controls, can be adapted for use with other survey methods in a variety of settings.

33051

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THE LEARNING NEEDS OF ENTERING FIRST-GRADE PUPILS IN KENTUCKY

A Revised Report of a Study Conducted to Determine the Perceptions of First-Grade Teachers of the Characteristic Learning Needs of Entering First-Grade Pupils

The Bureau of School Service, College of Education
University of Kentucky, Lexington

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FOREWORD

In the fall of 1973 Kentucky launched a pilot public kindergarten program provided for by the 1972 session of the General Assembly. Funding was provided through the Kentucky Department of Education for advance planning and local school district operation to determine the need for and feasibility of expanding the pilot program toward eventual state-wide operation. As part of the advance planning, the Department of Education contracted with the Bureau of School Service, College of Education, University of Kentucky to develop a design for and implement the evaluation of the pilot program to determine the effectiveness of the program. This report is a synthesis of a research study in partial fulfillment of the Bureau's contract.

We wish to acknowledge the contribution made by the participating first grade teachers throughout Kentucky who took the time to respond to our request for help. Perhaps they more than any other group understand the needs of pre-school children and the role that kindergartens might perform in satisfying many of these needs. We salute these teachers for their concern for the educational welfare of Kentucky's children.

The Bureau of School Service
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THE LEARNING NEEDS OF ENTERING FIRST GRADE PUPILS IN KENTUCKY

Rationale for the Study

Theoretically, school programs are based upon a logic in which the instructional function is designed in relationship to school purposes, instructional objectives, and pupil needs. In this logic pupil needs are shielded in the context of instructional objectives and instructional objectives are abstracted from school purposes. A pupil's learning need, therefore, may be described as what he needs to learn in order to attain a specified instructional objective. Unfortunately, except for the objectives inherent in graded textbooks, too few schools operate with clearly specified instructional objectives and this condition complicates the task of identifying pupils' learning needs with the necessary preciseness. Fortunately, the Kentucky Kindergarten Advisory Task Force, in the planning stage for the initiation of the pilot programs, developed a rather comprehensive set of specific instructional objectives for the pilot programs. Though there was some reluctance on the part of some Task Force members to suggest that the kindergarten should be simply a readiness program for the first grade, there was general acceptance of the assumption that the attainment of these objectives in the kindergarten would result in having pupils much better prepared to take full advantage of additional schooling upon entry into the first grade.

In addition to using this set of learning objectives as a guide for evaluating the pilot kindergarten programs during the 1973-74 school year, the Bureau raised the question of how well the typical pupil entering the first grade without benefit of kindergarten experience measures up to these objectives. The answer to this question would provide some indication of the dimensions of the task of the kindergarten in equipping pupils for the first grade. If, for example, most pupils now enroll in the first grade already possessing the characteristics of "Expresses positive emotions," this fact should enable kindergartens to place little stress on this direction and use their time and energies toward other more needed objectives.

The question, then, for research purposes, became: What are the characteristic learning needs of typical entering first grade pupils?

The Research Methodology

A simple research design was developed for this study. First, a questionnaire was developed to be completed by a representative sample of Kentucky's first grade teachers. (See Appendix A.) This questionnaire was designed to obtain these teachers' perceptions* of how their typical

* Teachers' perceptions of pupil needs are valid criteria of need, after all, even if "tests" were available, teachers must render final judgment, and the test would probably be the same.

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first-grade classes generally stand in relation to the set of learning objectives suggested by the Advisory Task Force. Because the major variations in pupil needs are likely the result of or related to the economic characteristics of the pupil's home, the responding teachers were asked to identify the level of home economy of the pupils upon whom they based their assessments of learning needs.

Secondly, a representative sample of first-grade teachers was abstracted from the approximate total of 2,316 first grade teachers in Kentucky. This sample included a teacher in at least one school in all Kentucky school districts. (In districts with more than two eligible schools, every other school was listed for teacher contact.) A questionnaire was then mailed to the principals of the designated schools with the request that this principal ask one first grade teacher to complete and return the questionnaire. Three hundred one (301) usable questionnaires, representing 66.6 percent of the total sample, were returned in time for processing for this report.

The Response Data

The response data related to the economic classification of entering first-grade pupils are tabled in Appendix B; however, these data are treated in this section (Table 2) for purposes of drawing conclusions. Table 1, which follows, displays the response data from the total sample (N = 301) of first-grade teachers.

Table 1 indicates that of the 301 teachers responding, 39, or 13.0 percent, reported that "Almost All Pupils" they have had were perceived to already possess the characteristic "Accepts and adjusts to success and lack of success" when they enter the first-grade. Conversely, only three teachers (1.0 percent) reported that "Almost No Pupils" have the same characteristic, et cetera.

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TABLE 1

CHARACTERISTICS OF ENTERING FIRST GRADE PUPILS AS PERCEIVED BY FIRST GRADE TEACHERS

(All Economic Classifications)

(N = 301 Teachers)

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Characteristic	Teachers' Estimates of Percentage of Pupils Showing Characteristic									
	Almost All Pupils		About 3/4 Pupils		About 1/2 Pupils		About 1/4 Pupils		Few Pupils	
	No.	%	No.	%	No.	%	No.	%	No.	%
EMOTIONAL MATURITY										
1. Accepts and adjusts to success and lack of success	8	2.7	117	38.9	130	43.2	38	12.6	8	2.7
2. Expresses positive emotions (affection, pleasure, sympathy, humor, etc.)	11	3.7	93	30.9	142	47.2	28	9.3	6	2.0
3. Expresses negative emotions (fear, anxiety, anger, frustration, hostility, etc.) in acceptable ways	16	5.3	91	30.2	111	36.9	33	10.9	12	4.0
4. Displays positive self-concepts	18	6.0	108	35.9	116	38.5	30	9.6	9	3.0
SOCIAL MATURITY										
5. Shares with others	17	5.6	104	34.6	89	29.6	41	13.6	10	3.3
6. Accepts responsibility for welfare of others	13	4.3	93	30.9	123	40.9	41	13.6	11	3.7
7. Respects the rights, opinions, and property of others	8	2.7	100	33.2	131	43.5	46	15.3	16	5.3
8. Plays and works well in a group	12	4.0	102	33.9	97	32.2	53	17.6	37	12.3

Continued

TABLE 1—Continued

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Characteristic	Teachers' Responses to Percentage of Pupils Having Characteristics									
	Almost All Pupils		About 75% Pupils		About 50% Pupils		About 25% Pupils		About 0% Pupils	
	No.	Percentage	No.	Percentage	No.	Percentage	No.	Percentage	No.	Percentage
INTELLECTUAL SKILLS										
9. Listens and follows instructions	8	3.4	33	13.9	73	30.8	100	42.2	23	9.7
10. Has adequate attention span	8	3.4	34	14.3	63	26.6	91	38.4	41	17.3
11. Persists in efforts	14	5.9	80	33.8	104	43.9	39	16.5	9	3.8
12. Works carefully and accurately	5	2.1	46	19.4	111	46.8	63	26.6	12	5.1
13. Uses time well	3	1.3	46	19.4	105	44.3	66	27.8	17	7.2
14. Remembers important information	6	2.5	54	22.8	132	55.7	35	14.8	10	4.2
15. Shows positive attitude toward learning	33	13.9	104	43.9	80	33.8	19	8.0	1	0.4
16. Works well independently	7	3.0	46	19.4	89	37.6	71	30.0	24	10.1
17. Shows initiative and imagination	18	7.6	70	29.5	106	44.7	42	17.7	1	0.4
18. Has adequate vocabulary and can express ideas	7	3.0	67	28.3	115	48.5	46	19.4	2	0.8
19. Speaks in sentences	55	23.2	78	32.9	74	31.2	30	12.7	0	0.0
20. Has adequate auditory discrimination skills	11	4.6	60	25.3	91	38.4	65	27.4	10	4.2

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TABLE I—Continued

Characteristic	Teachers' Responses to Percentage of Pupils Having Characteristic									
	Almost All Pupils		About 75% Pupils		About 50% Pupils		About 25% Pupils		Almost No Pupils	
	No.	Type	No.	Type	No.	Type	No.	Type	No.	Type
INTELLECTUAL SKILLS (Cont'd.)										
21. Has adequate skills in discriminating among written symbols	11	3.7	47	22.1	75	31.9	97	41.3	47	20.0
22. Speaks distinctly	19	6.3	70	29.3	101	33.6	53	17.6	8	2.7
23. Recognizes and can name simple geometric forms (circle, square, rectangle, triangle, curve, etc.)	36	12.0	73	23.9	72	23.6	73	24.3	46	15.4
24. Understands one-to-one correspondence	32	10.6	66	21.8	78	25.9	71	23.6	30	9.9
25. Understands mathematical concepts of simple relationships (more-less, larger-smaller, taller-shorter, more than, fewer than, as many as, etc.)	16	5.3	67	22.3	96	31.9	77	25.6	45	15.0
26. Demonstrates curiosity about things and phenomena in the environment	44	14.6	92	30.9	84	27.9	55	18.3	25	8.3
27. Understands simple concepts of time, weather, how things change, etc.	11	3.7	56	18.6	105	34.9	101	33.6	27	9.0
28. Can compare and classify objects by shape, size, texture, use, etc.	16	5.3	65	21.6	112	37.2	79	26.2	29	9.6

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TABLE 1—Continued.

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Characteristic	Teachers' Responses to Percentage of Pupils Having Characteristics									
	Almost All Pupils		About 75% Pupils		About 50% Pupils		About 25% Pupils		Almost No Pupils	
	No.	%age	No.	%age	No.	%age	No.	%age	No.	%age
AESTHETIC DEVELOPMENT										
29. Expresses awareness of beauty in environment	22	7.3	67	22.3	96	31.9	86	28.6	30	10.0
30. Enjoys listening to various kinds of music	65	21.6	73	24.3	74	24.6	61	20.3	27	9.0
31. Sings with adequate attention to tempo, tone, and volume	21	7.0	67	22.3	108	35.9	68	22.6	36	12.0
32. Recognizes and can name colors	61	20.3	99	32.9	82	27.2	47	15.6	12	4.0
33. Expresses ideas using art media	22	7.3	62	20.6	97	32.2	88	29.2	31	10.3
34. Enjoys participating in story-telling, dramatization, dancing	69	22.9	94	31.2	79	26.2	43	14.3	15	5.0
HEALTH, SAFETY, PHYSICAL EDUCATION										
35. Shows adequate development in gross motor activities (running, jumping, balancing, etc.)	48	15.9	114	37.9	100	33.2	33	11.0	6	2.0
36. Shows adequate development in fine motor activities (Tracing, manipulation of small objects, etc.)	11	3.7	68	22.6	115	38.2	85	28.2	21	7.0
37. Practices good health habits (hand-washing, nutrition, brushing teeth, etc.)	21	7.0	91	30.2	108	35.9	66	21.9	15	4.7
38. Observes safety rules and understands the reasons for the rules.	26	8.6	84	27.9	107	35.5	67	22.3	16	5.3

While Table 1 arrayed the response data for the total first-grade teacher sample, Table 2 represents a rearrangement of the same data for abstracting meaning from the data. In this table the five percentage classifications ("Almost No Pupils," "About 25%," "About 50%," "About 75%," and "Almost All") have been compressed into two percentage classifications: 0-50% and 75-100%. This was done arbitrarily to dichotomize the teachers into two groups: one group whose classes are predominantly composed of pupils who already possess the characteristics (75-100%) and the other group who typically have entering classes in which at least half (0-50%) the pupils lack the characteristic. It would seem reasonable to assume that if teachers have as many as half their pupils who do not possess a given characteristic, that characteristic would have to be accorded considerable weight and attention in instructional programming. Conversely, if as many as 75% of entering pupils already possess the characteristic, the teacher would be able to give proportionately less time and attention to that characteristic while concentrating efforts in helping pupils acquire other needed characteristics.

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TABLE 2

CHARACTERISTICS OF ENTERING FIRST GRADE PUPILS AS PERCEIVED BY FIRST GRADE TEACHERS

(All Economic Classifications)

(N = 301 Teachers)

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Characteristic	Teachers Responding to Percentage of Pupils Having Characteristic			
	About 75-100 Percent of Pupils		About 0-50 Percent of Pupils	
	No.	%age	No.	%age
EMOTIONAL MATURITY				
1. Accepts and adjusts to success and lack of success	161	53.5	136	45.2
2. Expresses positive emotions (affection, pleasure, sympathy, humor, etc.	207	68.8	93	30.9
3. Expresses negative emotions (fear, anxiety, anger, frustration, hostility, etc.) in acceptable ways	136	45.5	166	55.1
4. Displays positive self-concepts	124	41.2	169	56.1
SOCIAL MATURITY				
5. Shares with others	171	56.8	130	43.2
6. Accepts responsibility for welfare of others	113	37.5	188	61.8
7. Respects the rights, opinions, and property of others	98	32.6	201	66.8
8. Plays and works well in a group	154	51.2	147	48.8
INTELLECTUAL SKILLS				
9. Listens and follows instructions	61	20.3	240	79.7
10. Has adequate attention span	62	20.6	239	79.4
11. Persists in efforts	71	23.6	228	75.7
12. Works carefully and accurately	51	16.9	250	83.1
13. Uses time well	51	16.9	250	83.1

Continued

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TABLE 2--Continued

Characteristic	Teachers responding to Percentage of Pupils Having Characteristic: About 75-100 Percent of Pupils — No.	About 75-100 Percent of Pupils — Page	About 0-50 Percent of Pupils — No.	About 0-50 Percent of Pupils — Page
INTELLECTUAL SKILLS (Cont'd.)				
14. Remembers important information	59	19.6	242	80.4
15. Shows positive attitude toward learning	137	45.5	164	54.5
16. Works well independently	53	17.6	248	82.4
17. Shows initiative and imagination	80	26.6	218	72.4
18. Has adequate vocabulary and can express ideas	84	27.9	216	71.8
19. Speaks in sentences	133	44.2	167	55.5
20. Has adequate auditory discrimination skills	91	30.2	206	68.4
21. Has adequate skills in discriminating among written symbols	78	25.9	222	73.8
22. Speaks distinctly	139	46.2	162	53.8
23. Recognizes and can name simple geometric forms (circle, square, rectangle, triangle, curve, etc.)	110	36.5	191	63.5
24. Understands one-to-one correspondence	130	43.2	169	56.1
25. Understands mathematical concepts of simple relationships (more-less, larger-smaller, taller-shorter, more than, fewer than, as many as, etc.)	83	27.6	218	72.4
26. Demonstrates curiosity about things and phenomena in the environment	146	48.5	154	51.2
27. Understands simple concepts of time, weather, how things change, etc.	67	22.3	233	77.4

Continued

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TABLE 2--Continued

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Characteristic	Teachers Responding to Percentage of Pupils Having Characteristic: About 75-100 Percent of Pupils No.	%age	About 0-50 Percent of Pupils No.	%age
INTELLECTUAL SKILLS (Cont'd.)				
28. Can compare and classify objects by shape, size, texture, use, etc.	81	26.9	220	73.1
AESTHETIC DEVELOPMENT				
29. Expresses awareness of beauty in environment	89	29.6	212	70.4
30. Enjoys listening to various kinds of music	138	45.8	162	53.8
31. Sings with adequate attention to tempo, tone, and volume	88	29.2	212	70.4
32. Recognizes and can name colors	160	53.2	141	46.8
33. Expresses ideas using art media	84	27.9	216	71.8
34. Enjoys participating in story-telling, dramatization, dancing	163	54.2	137	45.5
HEALTH, SAFETY, PHYSICAL EDUCATION				
35. Shows adequate development in gross motor activities (running, jumping, balancing, etc.)	163	53.8	139	46.2
36. Shows adequate development in fine motor activities (tracing, manipulation of small objects, etc.)	79	26.2	221	73.4
37. Practices good health habits (hand-washing, nutrition, brushing teeth, etc.)	113	37.2	188	62.5
38. Observes safety rules and understands the reasons for the rules	110	36.5	190	63.1

Table 2 shows that there are only seven characteristics which more than a majority of the responding teachers perceived over 50% of their pupils to possess and which, therefore, should require the least programming emphasis in the first grade. These are: (in rank order determined by the size of the teacher majority):

1) Expresses positive emotions (affection, pleasure, sympathy, humor, etc.)
2) Shares with others
3) Enjoys participating in story-telling, dramatization, dancing, etc.
4) Shows adequate development in gross motor activities (running, jumping, balancing, etc.)
5) Accepts and adjusts to success and lack of success
6) Recognizes and can name colors
7) Plays and works well in a group.

Table 2 would seem to indicate that the representative sample of first-grade teachers assess over half of their entering pupils lacking in relation to the other 31 characteristics. Gross though this logic and assessment procedure is, it would seem to provide strong evidence of the need for kindergarten programming in Kentucky.

Table 3 represents a rank-order distribution of pupil needs based upon the economic classification of pupils. This ranking was achieved by weighting the teacher assessments by a reverse order factor. (See Appendix B, Tables 1-5 for teacher assessments by economic classification.) That is, the number of teachers responding in the "Almost All Pupils" column was multiplied by 1, the number responding in the "About 75%" column by 2, the number responding in the "About 25%" column by 4, and the number responding in the "Almost No Pupils" column by 5, and aggregating these results. The rankings were then derived by assigning a rank of 1 to the largest total, a rank of 2 to the second largest total, et cetera, through a rank assignment of 38. Thus the characteristic ranked 1 should be interpreted to be the characteristic which, according to the responding teachers, most entering first-grade pupils need, et cetera, through rank 38, which would represent the characteristic these teachers feel is least needed (or already possessed) by entering first-graders.

Though the numbers of teachers reporting their pupils in the five economic classifications are quite variable (an N of only 7 in the "All Deprived" category compared to an N of 108 in the "Mixed, More Deprived" group) the ranking method helps to minimize the importance of the size of the N.

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TABLE 3

RANK ORDER OF GREATEST NEED AMONG ENTERING FIRST GRADE PUPILS

(N = 301 Teachers)

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Characteristic	Economic Characteristic of Typical Class*					
	1	2	3	4	5	Total
EMOTIONAL STABILITY						
a. Accepts and adjusts to success and lack of success	37.5	6	37	30.5	35	35
b. Expresses positive emotions (affection, pleasure, sympathy, humor, etc.)	32	38	36	38	38	38
c. Expresses negative emotions (fear, anxiety, anger, frustration, hostility, etc.) in acceptable ways	21.5	35	35	38	26.5	25
d. Displays positive self-concepts	37.5	21.5	30	30.5	33	31
SOCIAL STABILITY						
e. Shares with others	38	32	36	37	35	37
f. Accepts responsibility for welfare of others	37.5	11.5	29	20	26.5	23
g. Respects the rights, opinions, and property of others	27	6.5	26	21	19	20
h. Plays and works well in a group	32	26	32	32	27	32
INTELLECTUAL SKILLS						
i. Listens and follows instructions	9.5	19	9	6	5	6
j. Has adequate attention span	9.5	16	6.5	6	12	7

Continued

*Economic Classification:
1 = All pupils economically deprived. N = 7 teachers
2 = All pupils average or above economically. N = 15 teachers
3 = Mixed economically, with more deprived than average or above. N = 108 teachers
4 = Mixed economically, with more average or above than deprived. N = 102 teachers
5 = Mixed economically, about evenly divided between deprived and average or above. N = 69 teachers
Total N = 301 teachers

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TABLE 3 (Continued)

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TABLE 2-4 (continued)

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The Spearman Rank Order Correlation formula* was employed to ascertain the relationships between and among the rankings derived in Table 3. This product-moment correlational technique provides a coefficient of −1 to +1. +1 if the compared rankings were exactly alike, −1 if they were exactly reversed.

The following matrix shows the Spearman rho coefficients. The "Economic Group" numbers (top and side headings) mean:

1 = All economically deprived pupils
2 = All pupils average or above economically
3 = More pupils deprived than average or above economically
4 = More pupils average or above than deprived economically
5 = Pupils about evenly divided economically.

		Economic Group				
		1	2	3	4	5
Economic Group	1	X	(.36)	.71	.55	.64
	2	X	X	.50	.75	.76
	3	X	X	X	.80	.83
	4	X	X	X	X	.89
	5	X	X	X	X	X

The above matrix shows a coefficient of .36 between the rankings of economic Group 1 (All Deprived Pupils) and economic group 2 (All Average or Above), a relationship of .71 between economic Group 1 (All Deprived) and economic Group 3, et cetera.

Table 3 and the coefficient matrix show the following salient points:

1. Teachers who have all economically deprived pupils (Group 1) differ in their assessments most (.36) from teachers of pupils who are all average or above economically (Group 2).
2. Teachers of all economically deprived pupils (Group 1) agree the most (.71) with teachers of mixed economic classes but with more deprived pupils than average or above economically (Group 3).
3. Teachers of pupils who are all average or above economically (Group 2) agree the most (.76) with teachers of classes in which pupils are about evenly divided economically (Group 5).
4. Teachers of classes in which pupils are generally more deprived economically (Group 3) agree the most in their need assessments (.83) with teachers of classes in which pupils are about evenly divided economically (Group 5).

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* $r_s = 1 - \frac{6 \cdot D^2}{N(N^2 - 1)}$

(.36) the only coefficient below the .05 level of statistical significance.

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5) Teachers of classes in which pupils are mixed but have more at or above the average economic level (Group 4) agree the most (.89) with teachers who have groups of pupils about evenly divided economically (Group 5).

While the Spearman rank order correlation provides a measure of statistical relationship of one array of rankings to another array of rankings (e.g., the total rank order of Teacher Group 1 to the total rank order of Teacher Group 2) it does not indicate the relationship of the ranking of two groups of teachers on each characteristic. That is, while it has been determined that the relationship of the entire ranking order of Teacher Group 1 to Teacher Group 2 is of the order of .36, the relationship of rankings of the two groups on "Accepts and adjusts to success and lack of success" is unknown to this point.

Table 4 takes the data treatment process one step farther and provides a statistical picture of the rankings of pupil needs of two groups of teachers (groups 1 and 2) in terms of the interrelationships of each of the thirty-eight pupil characteristics. These two teacher groups were chosen because their pupil populations are "cleaner"; that is, either all economically deprived (Group 1) or all average or above economically (Group 2), while the other teacher groups have "mixed" pupil population. Table 4 should help to show the extent of ranking agreement between the two groups on each of the thirty-eight characteristic learning needs.

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TABLE 4

RANK ORDER OF GREATEST TO LEAST AGREEMENT BETWEEN TEACHERS OF ALL DEPRIVED PUPILS (1)* AND TEACHERS WITH ALL PUPILS ABOVE AVERAGE ECONOMICALLY (2)**

Item		Teachers' Ranking of Need		
		(1)	(2)	Diff.
1.	Exercises gross motor and locomotor skills adequately	12.0	24.0	12.0
2.	Has adequate skills in communicating using written symbols	4.5	17.5	13.0
3.	Consistently responds attentively to songs, books, and stories	14.5	26.0	11.5
4.	Is curious and can form simple scientific hypothesis	11.5	19.0	7.5
5.	Participates cooperatively in group activities	11.5	19.0	7.5
6.	Dresses well independently	3.0	3.0	0.0
7.	Shows participation in show-and-tell, dramatization, dancing, etc.	7.5	15.5	8.0
8.	Expresses awareness of change in environment	1.0	9.5	8.5
9.	Has adequate development in fine motor activities	17.5	26.0	8.5
10.	Speaks in sentences	17.5	26.0	8.5
11.	Expresses positive emotions	12.0	20.5	8.5
12.	Shares with others	16.0	12.5	8.5
13.	Plays and works well in a group	12.0	20.0	8.0
14.	Shows positive attitude toward learning	12.0	20.0	8.0
15.	Has adequate attention span	9.5	18.0	8.5
16.	Works carefully and accurately	9.5	3.0	6.5
17.	Enjoys listening to various kinds of music	9.5	16.0	6.5
18.	Understands mathematical concepts of simple relationships, etc.	4.0	11.5	7.5
19.	Understand simple concepts of time, weather, how things change, etc.	14.5	6.5	8.0
20.	Has adequate auditory discrimination skills	1.5	11.5	9.0
21.	Listens and follows instructions	9.5	19.0	9.5
22.	Remembers and can name others	27.0	36.5	9.5
23.	Accepts and adjusts to success and lack of success	17.5	26.0	11.5
24.	Has adequate vocabulary and can express ideas	14.5	26.0	11.5
25.	Expresses ideas using art media	14.5	26.0	11.5
26.	Sits still well	14.5	2.0	12.5
27.	Expresses negative emotions in acceptable ways	21.5	35.0	13.5
28.	Remembers important information	18.0	4.5	13.5
29.	Speaks distinctly	18.0	32.0	14.0
30.	Persists in efforts	27.0	11.5	15.5
31.	Shows adequate development in fine motor activities	27.0	11.5	15.5
32.	Displays positive self-concepts	37.5	21.5	16.0
33.	Has initiative and imagination	27.0	8.0	19.0
34.	Can compare and classify objects by shape, size, texture, use	2.5	21.5	19.0
35.	Respects the rights, opinions, and property of others	27.0	6.5	21.5
36.	Practices good health habits	9.5	36.5	25.0
37.	Accepts responsibility for welfare of others	17.5	11.5	26.0
38.	Demonstrates curiosity about things and phenomena in the environment	4.0	32.0	28.0

12060

Table 4 shows the greatest agreement between the two groups of teachers occurred on "Observes safety rules and understands the reasons for the rules" (27.0 for Group 1 and 26.0 for Group 2) and the greatest disagreement on "Demonstrates curiosity about things and phenomena in the environment (4.0 for Group 1 and 32.0 for Group 2). Simply interpreted, this shows the specific differences of teacher perception of pupil needs between two distinctly different economic groups of pupils entering the first grade.

Conclusions

The data produced by the responses of the 301 first grade Kentucky teachers enable the following conclusions to emerge:

1. As perceived by teachers, the economic conditions have a major effect upon the learning needs of entering first graders. Though this conclusion may not be surprising to either kindergarten or first-grade teachers, it should not be taken lightly in curriculum planning and instruction. Economic conditions would seem to have the greatest influence on pupils' learning needs in characteristics associated with curiosity, concern for others, health habits, initiative and imagination, and self-concepts. (This influence upon the other characteristic needs may be determined by reading upward in Table 4.)
2. If one accepts the pupil-need assessments of the study sample (301 teachers) as being representative of the approximate total of 2,316 first-grade teachers in Kentucky, the following *priority order of pupil needs* may be assumed for Kentucky: (Preface each statement with "The typical entering first grade pupil needs to learn to.")
   1. Work well independently
   2. Use time well
   3. Work carefully and accurately
   4. Listen and follow instructions
   5. Understand simple concepts of time, weather, how things change, etc.
   6. Understand mathematical concepts of simple relationships (more-less, larger-smaller, taller-shorter, more than-fewer than, as many as, etc.)
   7. Develop an adequate attention span
   8. Develop adequate skills in discriminating among written symbols
   9. Remember important information
   10. Express ideas using art media
   11. Compare and classify objects by shape, size, texture, use, etc.
   12. Express awareness of beauty in environment
   13. Sing with adequate attention to tempo, tone, and volume
   14. Develop physical dexterity in fine motor activities
   15. Persist in efforts
   16. Show initiative and imagination
   17. Develop adequate skills in auditory discrimination

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18. Develop an adequate vocabulary with which to express ideas
19. Recognize and name simple geometric forms
20. Respect the rights, opinions, and property of others
21. Observe safety rules and understand the reason for such rules
22. Practice good health habits
23. Accept responsibility for the welfare of others
24. Understand one-to-one correspondence in mathematics
25. Express negative emotions (fear, anxiety, frustration, hostility, etc.) in acceptable ways
26. Speak distinctly
27. Enjoy listening to various kinds of music
28. Develop a positive attitude toward learning
29. Speak in sentences
30. Demonstrate curiosity about things and phenomena in the environment
31. Develop positive self-concepts
32. Play and work well in a group
33. Recognize and name colors
34. Enjoy participating in story-telling, dramatization, dancing, etc.
35. Accept and adjust to success and the lack of success
36. Develop physical dexterity in gross motor activities
37. Share with others
38. Express positive emotions (affection, pleasure, sympathy, humor, etc.)

3. If the 38 characteristics indeed represent those learning objectives which should be tended prior to entry into the first grade, this study (particularly the data in Table 2) confirms the need for the establishment of kindergartens in Kentucky. As long as the traditional expectations of what the first grade should accomplish remain, first grade teachers will be pressed into providing programs that concentrate in the areas of reading and mathematics with the consequence that too little time will exist for tending the learning objectives represented in these 38 characteristics. Kindergartens could help children in the acquisition of these learning characteristics and thus enable them to be in better position to take full advantage of continuing education.

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APPENDIX A

SURVEY INSTRUMENT

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Dear First Grade Teacher:

Listed below are some desirable emotional, social, intellectual, and health characteristics of young children *entering* the first grade. You are asked to assess the extent of these characteristics in the typical first grade classes you have had. Record your assessments by circling the appropriate number according to the following key. (Circle the number that most nearly represents your assessments.)

1 = Almost all pupils possess this characteristic
2 = About 75% of pupils possess this characteristic
3 = About 50% of pupils possess this characteristic
4 = About 25% of pupils possess this characteristic
5 = Practically no pupils possess this characteristic

EMOTIONAL MATURITY

1. Accepts and adjusts to success and lack of success	1	2	3	4	5
2. Expresses positive emotions (affection, pleasure, sympathy, humor, etc.)	1	2	3	4	5
3. Expresses negative emotions (fear, anxiety, anger, frustration, hostility, etc.) in *acceptable* ways	1	2	3	4	5
4. Displays positive self-concepts	1	2	3	4	5

SOCIAL MATURITY

5. Shares with others	1	2	3	4	5
6. Accepts responsibility for welfare of others	1	2	3	4	5
7. Respects the rights, opinions, and property of others	1	2	3	4	5
8. Plays and works well in a group	1	2	3	4	5

INTELLECTUAL SKILLS

9. Listens and follows instructions	1	2	3	4	5
10. Has adequate attention span	1	2	3	4	5
11. Persists in efforts	1	2	3	4	5
12. Works carefully and accurately	1	2	3	4	5
13. Uses time well	1	2	3	4	5
14. Remembers important information	1	2	3	4	5
15. Shows positive attitude toward learning	1	2	3	4	5
16. Works well independently	1	2	3	4	5
17. Shows initiative and imagination	1	2	3	4	5
18. Has adequate vocabulary and can express ideas	1	2	3	4	5
19. Speaks in sentences	1	2	3	4	5
20. Has adequate auditory discrimination skills	1	2	3	4	5
21. Has adequate skills in discriminating among written symbols	1	2	3	4	5

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22.	Speaks distinctly	1	2	3	4	5
23.	Recognizes and can name simple geometric forms (circle, square, rectangle, triangle, curve, etc.)	1	2	3	4	5
24.	Understands one-to-one correspondence	1	2	3	4	5
25.	Understands mathematical concepts of simple relationships (more-less, larger-smaller, taller-shorter, more than, fewer than, as many as, etc.)	1	2	3	4	5
26.	Demonstrates curiosity about things and phenomena in the environment	1	2	3	4	5
27.	Understands simple concepts of time, weather, how things change, etc.	1	2	3	4	5
28.	Can compare and classify objects by shape, size, texture, use, etc.	1	2	3	4	5
AESTHETIC DEVELOPMENT						
29.	Expresses awareness of beauty in environment	1	2	3	4	5
30.	Enjoys listening to various kinds of music	1	2	3	4	5
31.	Sings with adequate attention to tempo, tone, and volume	1	2	3	4	5
32.	Recognizes and can name colors	1	2	3	4	5
33.	Expresses ideas using art media	1	2	3	4	5
34.	Enjoys participating in story-telling, dramatization, dancing	1	2	3	4	5
HEALTH, SAFETY, PHYSICAL EDUCATION						
35.	Shows adequate development in gross motor activities (running, jumping, balancing, etc.)	1	2	3	4	5
36.	Shows adequate development in fine motor activities (tracing, manipulation of small objects, etc.)	1	2	3	4	5
37.	Practices good health habits (handwashing, nutrition, brushing teeth, etc.)	1	2	3	4	5
38.	Observes safety rules and understands the reasons for the rules	1	2	3	4	5

Your School _____

School District _____

33679

Please check (√) *only one* of the following which best describes the typical first grade classes you have taught:

1) _____ All economically deprived

2) _____ All average or above economically

3) _____ Economically mixed group with more *deprived* than average or above

4) _____ Economically mixed group with more *average or above* than deprived

5) _____ Economically mixed group about *evenly divided* between deprived and average or above

Please return to: Bureau of School Service
College of Education
University of Kentucky
Lexington, Kentucky 40506
(self-addressed, stamped envelope provided)

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APPENDIX B

RESPONSE DATA TABLED ACCORDING TO THE ECONOMIC CLASSIFICATION OF PUPILS

TABLE 1

CHARACTERISTICS OF ENTERING FIRST GRADE PUPILS AS PERCEIVED BY FIRST GRADE TEACHERS

(Pupils All Economically Deprived)

(N = 7 Teachers)

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Characteristic	Teachers' Responses to Percentage of Pupils Having Characteristics									
	Almost All Pupils		About 75% Pupils		About 50% Pupils		About 25% Pupils		Almost No Pupils	
	No.	%age	No.	%age	No.	%age	No.	%age	No.	%age
EMOTIONAL MATURITY										
1. Accepts and adjusts to success and lack of success	0	0.0	1	14.3	4	57.1	2	28.6	0	0.0
2. Expresses positive emotions (affection, pleasure, sympathy, humor, etc.)	0	0.0	2	28.6	2	28.6	2	28.6	1	14.3
3. Expresses negative emotions (fear, anxiety, anger, frustration, hostility, etc.) in acceptable ways	0	0.0	2	28.6	0	0.0	4	57.1	1	14.3
4. Displays positive self-concepts	0	0.0	1	14.3	3	42.9	3	42.9	0	0.0
SOCIAL MATURITY										
5. Shares with others	1	14.3	0	0.0	6	85.7	0	0.0	0	0.0
6. Accepts responsibility for welfare of others	1	14.3	0	0.0	3	42.9	3	42.9	0	0.0
7. Respects the rights, opinions, and property of others	0	0.0	1	14.3	3	42.9	2	28.6	1	14.3
8. Plays and works well in a group	0	0.0	2	28.6	1	14.3	4	57.1	0	0.0

Continued

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TABLE 3.4 (continued)

Characteristics	Teachers' Responses in Percentage of Pupils Having Characteristic (Mean)				
	Mean for Pupils	Mean for Pupils	Mean for Pupils	Mean for Pupils	Mean for Pupils
	%	%	%	%	%
PUPILS AS WHOLE					
9. Listens and follows instructions					
10. Has adequate attention span					
11. Persists in efforts					
12. Works carefully and accurately					
13. Does slow well				2 28.6	2 28.6
14. Recalls important information					
15. Shows positive attitude toward learning					
16. Works well independently					
17. Shows initiative and imagination					
18. Has adequate vocabulary and can express ideas					
19. Speaks in sentences					
20. Has adequate auditory discrimination skills					

Continued

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TABLE 1.4 (continued)

Characteristic	Almost All Pupils	About 75% Pupils	About 50% Pupils	About 25% Pupils	Almost No Pupils
	No. Year	No. Year	No. Year	No. Year	No. Year
Ability to Solve Word Problems					
21. Can associate ability to other relationships using written symbols					
22. Grade Continuity					
23. Recognizes and can name simple geometric figures (circle, square, rectangle, triangle, cube, etc.)					
24. Understands numerical concept problems					
25. Understands mathematical concepts of simple relationships (greater, smaller, differentiates, more than, less than, as many as, etc.)					
26. Demonstrates ability to read clocks and calendars in the conventional					
27. Understands simple concepts of time, weather, how things change, etc.					
28. Can compare and classify objects by shape, size, texture, use, etc.					

Continued

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TABLE 1.9 (continued)

Characteristic	Teachers' Responses to Percentage of Pupils Having Characteristic				
	Almost All Pupils	About 75% Pupils	About 50% Pupils	About 25% Pupils	Almost No Pupils
	No. Tage	No. Tage	No. Tage	No. Tage	No. Tage
ACTIVITY PREFERENCE					
29. Expressed awareness of beauty in environment					
30. Enjoys listening to various kinds of music					
31. Sings with adequate attention to tempo, tone, and volume					
32. Recognizes and can name colors					
33. Can discuss ideas using art media					
34. Derives participating in story-telling, dramatization, dancing					
[illegible] EXPRESSIVE ACTIVITIES					
35. Shows adequate development in gross motor activities (gravity, jumping, balancing, etc.)					
36. Shows adequate development in fine motor activities (drawing, manipulation of small objects, etc.)					
37. Practices good health habits (adequate hand-washing, nutrition, brushing teeth, etc.)					
38. Observes safety rules and understands the reasons for the rules.					

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Characteristic	Almost All Pupils		Most Pupils		About 3/4 Pupils		About 1/2 Pupils		Few Pupils	
	No.	%	No.	%	No.	%	No.	%	No.	%
EMOTIONAL MATURITY										
1. Accepts and adjusts to success and lack of success	5	33.3	6	40.0	2	13.3	2	13.3	0	0.0
2. Expresses positive emotions (affection, pleasure, sympathy, humor, etc.)	9	60.0	4	26.7	1	6.7	1	6.7	0	0.0
3. Expresses negative emotions (fear, anxiety, anger, frustration, hostility, etc.) in acceptable ways	2	13.3	2	13.3	1	6.7	4	26.7	1	6.7
4. Displays positive self-concepts	6	40.0	4	26.7	2	13.3	3	20.0	0	0.0
SOCIAL MATURITY										
5. Shares with others	9	60.0	2	13.3	2	13.3	0	0.0	2	13.3
6. Accepts responsibility for welfare of others	3	20.0	4	26.7	4	26.7	0	0.0	2	13.3
7. Respects the rights, opinions, and property of others	4	26.7	4	26.7	4	26.7	2	13.3	1	6.7
8. Plays and works well in a group	7	46.7	4	26.7	1	6.7	2	13.3	1	6.7

Continued

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TABLE 2-Continued

Characteristic	Teachers' Responses to Percentage of Pupils Having Characteristics									
	Almost All Pupils		About 75% Pupils		About 50% Pupils		About 25% Pupils		Almost No Pupils	
	No.	Page	No.	Page	No.	Page	No.	Page	No.	Page
INTELLECTUAL SKILLS										
9. Listens and follows instructions	4	26.7	7	46.7	2	6.1	1	6.7	1	6.7
10. Has adequate attention span	5	33.3	4	26.7	4	26.7	1	6.7	1	6.7
11. Persists in efforts	5	33.3	4	26.7	3	20.0	2	13.3	1	6.7
12. Works carefully and accurately	1	6.7	7	46.7	5	33.3	1	6.7	1	6.7
13. Uses time well	1	6.7	7	46.7	2	13.3	4	26.7	1	6.7
14. Remembers important information	1	6.7	8	53.3	3	20.0	3	20.0	0	0.0
15. Shows positive attitude toward learning	6	40.7	4	26.7	1	6.7	3	20.0	1	6.7
16. Works well independently	3	20.0	5	33.3	5	33.3	1	6.7	1	6.7
17. Shows initiative and imagination	3	20.0	5	33.3	4	26.7	1	6.7	1	6.7
18. Has adequate vocabulary and can express ideas	8	53.3	3	20.0	1	6.7	3	20.0	1	6.7
19. Speaks in sentences	8	53.3	3	20.0	2	13.3	1	6.7	2	13.3
20. Has adequate auditory discrimination skills	6	40.0	4	26.7	1	6.7	2	13.3	2	13.3

Continued

BEST COPY AVAILABLE

TABLE 2 (Continued)

Characteristic	Teachers' Responses to Percentage of Pupils Having Characteristics									
	Almost All Pupils		About 75% Pupils		About 50% Pupils		About 25% Pupils		Almost No Pupils	
	No.	%age	No.	%age	No.	%age	No.	%age	No.	%age
INTELLECTUAL SKILLS (Cont'd.)										
21. Has adequate skills in discriminating among written symbols	8	53.3	4	26.7	2	13.3	1	6.7	0	0.0
22. Speaks distinctly	8	53.3	3	20.0	1	6.7	3	20.0	0	0.0
23. Recognizes and can name simple geometric forms (circle, square, rectangle, triangle, curve, etc.)	7	46.7	3	20.0	2	13.3	1	6.7	2	13.3
24. Understands one-to-one correspondence	6	40.0	4	26.7	2	13.3	2	13.3	1	6.7
25. Understands mathematical concepts of simple relationships (more-less, larger-smaller, taller-shorter, more than, fewer than, as many as, etc.)	4	26.7	3	20.0	4	26.7	1	6.7	1	6.7
26. Demonstrates curiosity about things and phenomena in the environment	8	53.3	3	20.0	1	6.7	1	6.7	2	13.3
27. Understands simple concepts of time, weather, how things change, etc.	3	20.0	3	20.0	5	33.3	2	13.3	2	13.3
28. Can compare and classify objects by shape, size, texture, use, etc.	5	33.3	2	13.3	3	20.0	2	13.3	3	20.0

Continued

BEST COPY AVAILABLE

TABLE 2 (Continued)

Characteristic	Teachers' Responses to Percentage of Pupils Having Characteristics									
	Almost All Pupils		About 75% Pupils		About 50% Pupils		About 25% Pupils		Almost No Pupils	
	No.	%age	No.	%age	No.	%age	No.	%age	No.	%age
AESTHETIC DEVELOPMENT										
29. Expresses awareness of beauty in environment	3	20.0	3	20.0	5	33.3	3	20.0	0	0.0
30. Enjoys listening to various kinds of music	5	33.3	6	40.0	1	6.7	1	6.7	2	13.3
31. Sings with adequate attention to tempo, tone, and volume	4	26.7	4	26.7	3	20.0	2	13.3	1	6.7
32. Recognizes and can name colors	11	73.3	0	0.0	2	13.3	1	6.7	1	6.7
33. Expresses ideas using art media	6	40.0	4	26.7	1	6.7	2	13.3	0	0.0
34. Enjoys participating in story-telling, dramatization, dancing	8	53.3	6	40.0	1	6.7	1	6.7	0	0.0
HEALTH, SAFETY, PHYSICAL EDUCATION										
35. Shows adequate development in gross motor activities (running, jumping, balancing, etc.)	9	60.0	2	13.3	1	6.7	3	20.0	0	0.0
36. Shows adequate development in fine motor activities (tracing, manipulation of small objects, etc.)	2	13.3	3	20.0	4	26.7	3	20.0	0	0.0
37. Practices good health habits (hand-washing, nutrition, brushing teeth, etc.)	7	46.7	4	26.7	3	20.0	0	0.0	1	6.7
38. Observes safety rules and understands the reasons for the rules.	7	46.7	2	13.3	5	33.3	0	0.0	1	6.7

TABLE 3

CHARACTERISTICS OF ENTERING FIRST GRADE PUPILS AS PERCEIVED BY FIRST GRADE TEACHERS

Pupils More Deprived Than Average or Above Economically

N = 108 Teachers

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Characteristic	Teachers' Responses to Percentage of Pupils Having Characteristics									
	Almost All Pupils		About 75% Pupils		About 50% Pupils		About 25% Pupils		Almost no Pupils	
	No.	Page	No.	Page	No.	Page	No.	Page	No.	Page
EMOTIONAL MATURITY										
1. Accepts and adjusts to success and lack of success	8	7.4	38	35.2	35	32.4	15	13.9	2	1.9
2. Expresses positive emotions (affection, pleasure, sympathy, humor, etc.)	2	1.9	42	38.9	41	38.0	3	2.8	0	0
3. Expresses negative emotions (fear, anxiety, anger, frustration, hostility, etc.) in acceptable ways	12	11.1	42	38.9	39	36.1	14	13.0	1	.9
4. Displays positive self-concepts	8	7.4	19	17.6	48	44.4	28	25.9	5	4.6
SOCIAL MATURITY										
5. Shares with others	24	22.2	60	55.6	16	14.8	7	6.5	1	.9
6. Accepts responsibility for welfare of others	3	2.8	35	32.4	39	36.1	28	25.9	3	2.8
7. Respects the rights, opinions, and property of others	2	1.9	31	28.7	46	42.6	28	25.9	4	3.7
8. Plays and works well in a group	8	7.4	39	36.1	32	29.6	25	23.1	4	3.7

Continued

TABLE 3--Continued

BEST COPY AVAILABLE

Characteristic	Teachers' Response as to Percentage of Pupils Having Characteristics									
	Almost All Pupils		About 75% Pupils		About 50% Pupils		About 25% Pupils		Almost No Pupils	
	No.	Page	No.	Page	No.	Page	No.	Page	No.	Page
INTELLECTUAL SKILLS										
9. Listens and follows instructions	1	0.9	10	9.3	39	36.1	44	40.7	14	13.0
10. Has adequate attention span	1	0.9	11	10.2	35	32.6	49	45.4	14	13.0
11. Persists in efforts	1	0.9	10	9.3	40	37.0	48	44.4	7	6.5
12. Works carefully and accurately	2	1.9	9	8.3	31	28.7	52	48.1	14	13.0
13. Uses time well	1	0.9	8	7.4	32	29.6	50	46.3	17	15.7
14. Remembers important information	2	1.9	10	9.3	44	40.7	45	41.7	7	6.5
15. Shows positive attitude toward learning	5	4.6	25	23.1	48	44.4	28	25.9	2	1.9
16. Works well independently	0	0.0	8	7.4	32	29.6	49	45.4	19	17.6
17. Shows initiative and imagination	2	1.9	14	13.0	35	32.4	47	43.5	10	9.3
18. Has adequate vocabulary and can express ideas	0	0.0	19	17.6	33	30.6	46	42.6	10	9.3
19. Speaks in sentences	10	9.3	23	21.3	34	31.5	36	33.3	5	4.6
20. Has adequate auditory discrimination skills	0	0.0	15	13.9	43	39.8	46	42.6	34	31.5

Continued

TABLE 3 Continued

BEST COPY AVAILABLE

Characteristic	Teachers' Response to Percentage of Pupils Having Characteristics									
	Almost All Pupils		About 75% Pupils		About 50% Pupils		About 25% Pupils		Almost No Pupils	
	No.	% age	No.	% age	No.	% age	No.	% age	No.	% age
INTELLECTUAL SKILLS (Cont'd.)										
21. Has adequate skills in discriminating among written symbols	1	.4	15	8.1	54	29.2	108	58.4	18	9.7
22. Speaks distinctly	1	.4	29	15.6	68	36.8	78	42.2	9	4.9
23. Recognizes and can name simple geometric forms (circle, square, rectangle, triangle, curve, etc.)	14	7.4	39	20.5	62	32.6	57	29.6	26	13.6
24. Understands one-to-one correspondence	2	1.0	45	23.1	94	48.5	50	25.9	3	1.5
25. Understands mathematical concepts of simple relationships (more-less, larger-smaller, taller-shorter, more than, fewer than, as many as, etc.)	4	2.1	33	17.6	47	25.1	95	50.8	8	4.3
26. Demonstrates curiosity about things and phenomena in the environment	14	7.4	52	28.7	93	50.0	25	13.1	11	5.7
27. Understands simple concepts of time, weather, how things change, etc.	2	1.0	21	10.8	33	17.6	85	41.7	17	8.7
28. Can compare and classify objects by shape, size, texture, use, etc.	4	2.1	17	9.7	36	19.2	82	43.6	19	10.6

Continued

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TABLE 3.3 (Continued)

Characteristic	Teachers' Responses to Percentage of Pupils Having Characteristics									
	Almost All Pupils		About 75% Pupils		About 50% Pupils		About 25% Pupils		Almost No Pupils	
	No.	Page	No.	Page	No.	Page	No.	Page	No.	Page
AESTHETIC DEVELOPMENT										
29. Expresses awareness of beauty in environment	9	4.6	14	13.0	29	26.9	43	39.8	13	5.7
30. Enjoys listening to various kinds of music	15	13.9	22	20.4	24	22.2	31	28.7	6	13.9
31. Sings with adequate attention to tempo, tone, and volume	6	5.6	15	13.9	33	30.6	35	32.4	19	17.6
32. Recognizes and can name colors	15	13.9	29	27.8	24	22.2	26	24.1	6	5.6
33. Expresses ideas using art media	2	1.9	13	12.0	29	26.9	38	35.2	16	14.8
34. Enjoys participating in story-telling, dramatization, dancing	15	13.9	27	25.0	36	33.3	20	18.5	10	9.3
HEALTH, SAFETY, PHYSICAL EDUCATION										
35. Shows adequate development in gross motor activities (running, jumping, balancing, etc.)	7	6.5	39	36.1	43	39.8	13	12.0	6	5.6
36. Shows adequate development in fine motor activities (Tracing, manipulation of small objects, etc.)	1	0.9	16	14.8	38	35.2	38	35.2	15	13.9
37. Practices good health habits (hand-washing, nutrition, brushing teeth, etc.)	2	1.9	15	13.9	41	38.0	45	41.7	5	4.6
38. Observes safety rules and understands the reasons for the rules.	2	1.9	18	16.7	41	38.0	37	34.3	10	9.3

TABLE 4

CHARACTERISTICS OF ENTERING FIRST GRADE PUPILS AS PERCEIVED BY FIRST GRADE TEACHERS

(Pupils More Average or Above Than Deprived Economically)

(N = 102 Teachers)

BEST COPY AVAILABLE

Characteristic	Teachers' Responses to Percentage of Pupils Having Characteristics									
	Almost All Pupils		About 75% Pupils		About 50% Pupils		About 25% Pupils		Almost No Pupils	
	No.	%age	No.	%age	No.	%age	No.	%age	No.	%age
EMOTIONAL MATURITY										
1. Accepts and adjusts to success and lack of success	17	16.7	49	48.0	25	24.5	9	8.8	1	1.0
2. Expresses positive emotions (affection, pleasure, sympathy, humor, etc.)	41	40.2	39	38.2	15	14.7	6	5.9	1	1.0
3. Expresses negative emotions (fear, anxiety, anger, frustration, hostility, etc.) in acceptable ways	20	19.6	30	29.4	20	19.6	27	26.5	5	4.9
4. Displays positive self-concepts	15	14.7	41	40.2	38	37.3	5	4.9	0	0.0
SOCIAL MATURITY										
5. Shares with others	31	30.4	43	42.2	21	20.6	5	4.9	2	2.0
6. Accepts responsibility for welfare of others	15	14.7	30	29.4	36	35.3	18	17.6	3	2.9
7. Respects the rights, opinions, and property of others	10	9.8	35	34.3	37	36.3	18	17.6	1	1.0
8. Plays and works well in a group	22	21.6	43	42.2	28	27.5	7	6.9	2	2.0

Continued

TABLE 4 Continued

BEST COPY AVAILABLE

Characteristic	Teachers' Responses to Percentage of Pupils Having Characteristics									
	Almost All Pupils		About 75% Pupils		About 50% Pupils		About 25% Pupils		Almost No Pupils	
	No.	Page	No.	Page	No.	Page	No.	Page	No.	Page
INTELLECTUAL SKILLS										
9. Listens and follows instructions	2	2.0	26	25.5	46	45.1	24	23.5	4	3.9
10. Has adequate attention span	1	1.0	27	26.5	54	52.9	16	15.7	4	3.9
11. Persists in efforts	5	4.9	31	30.4	46	45.1	20	19.6	0	0.0
12. Works carefully and accurately	1	1.0	23	22.5	43	42.2	29	28.4	6	5.9
13. Uses time well	1	1.0	21	20.6	43	42.2	33	32.4	4	3.9
14. Remembers important information	2	2.0	24	23.5	51	50.0	22	21.6	3	2.9
15. Shows positive attitude toward learning	16	15.7	43	42.2	34	33.3	8	7.8	1	1.0
16. Works well independently	2	2.0	23	22.5	37	36.3	33	32.4	7	6.9
17. Shows initiative and imagination	2	2.0	33	32.4	35	34.3	29	28.4	3	2.9
18. Has adequate vocabulary and can express ideas	6	5.9	34	33.3	47	46.1	11	10.8	4	3.9
19. Speaks in sentences	28	27.5	36	35.3	28	27.5	9	8.8	1	1.0
20. Has adequate auditory discrimination skills	5	4.9	41	40.2	36	35.3	18	17.6	1	1.0

Continued

TABLE I-Continued

BEST COPY AVAILABLE

Characteristic	Teachers' Responses to Percentage of Pupils Having Characteristics									
	Almost All Pupils		About 75% Pupils		About 50% Pupils		About 25% Pupils		Almost No Pupils	
	No.	%age	No.	%age	No.	%age	No.	%age	No.	%age
INTELLECTUAL SKILLS (Cont'd.)										
21. Has adequate skills in discriminating among written symbols	4	3.7	28	25.9	42	38.9	32	29.6	2	1.9
22. Speaks distinctly	6	5.6	60	55.6	37	34.3	2	1.8	3	2.8
23. Recognizes and can name simple geometric forms (circle, square, rectangle, triangle, curve, etc.)	19	17.6	36	33.3	32	29.6	16	14.7	5	4.6
24. Understands one-to-one correspondence	16	14.7	50	45.9	37	34.7	16	14.7	2	1.8
25. Understands mathematical concepts of simple relationships (more-less, larger-smaller, taller-shorter, more than, fewer than, as many as, etc.)	6	5.6	32	29.9	9	8.4	60	56.1	1	0.9
26. Demonstrates curiosity about things and phenomena in the environment	18	16.7	44	40.7	38	35.2	8	7.4	1	0.9
27. Understands simple concepts of time, weather, how things change, etc.	4	3.7	31	28.7	38	35.2	33	30.6	2	1.9
28. Can compare and classify objects by shape, size, texture, use, etc.	7	6.5	32	29.6	45	41.7	23	21.3	1	0.9

Continued

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TABLE 1 (continued)

Characteristic	Pupils	Pupils	Pupils	Pupils	Pupils
AESTHETIC DEVELOPMENT					
29. Expresses awareness of beauty in environment					
30. Enjoys listening to various kinds of music					
31. Sings with adequate attention to tempo, tone, and volume					
32. Recognizes and can name colors					
33. Expresses ideas using art media					
34. Enjoys participating in story-telling, dramatization, dancing					
HEALTH, SAFETY, PERSONAL FUNCTIONS					
35. Shows adequate development in gross motor activities (running, jumping, balancing, etc.)					
36. Shows adequate development in fine motor activities (tracing, manipulation of small objects, etc.)	5.9				
37. Practices good health habits (hand-washing, nutrition, brushing teeth, etc.)					
38. Observes safety rules and understands the reasons for the rules.					

TABLE 5

CHARACTERISTICS OF ENTERING FIRST GRADE PUPILS AS PERCEIVED BY FIRST GRADE TEACHERS

(Pupils Above Locale Divided Between Organized and Average or Above Economically)

(N = 69 Teachers)

BEST COPY AVAILABLE

Characteristic	Teachers' Responses to Statements of Pupils During First Semester									
	Almost All Pupils		About 3/4 Pupils		About 1/2 Pupils		About 1/4 Pupils		Almost No Pupils	
	No.	Per.	No.	Per.	No.	Per.	No.	Per.	No.	Per.
EMOTIONAL MATURITY										
1. Accepts and adjusts to success and lack of success	9	13.0	28	40.6	23	33.3	8	11.6	1	1.4
2. Expresses positive emotions (affection, pleasure, sympathy, humor, etc.)	21	30.4	28	40.6	13	18.8	6	8.7	0	0.0
3. Expresses negative emotions (fear, anxiety, anger, frustration, hostility, etc.) in acceptable ways	12	17.4	17	24.6	15	21.7	20	29.0	4	5.8
4. Displays positive self-concepts	6	8.7	24	34.8	25	36.2	11	15.9	1	1.4
SOCIAL MATURITY										
5. Shares with others	9	13.0	25	36.2	24	34.8	11	15.9	0	0.0
6. Accepts responsibility for welfare of others	5	7.2	16	23.2	27	39.1	17	24.6	3	4.3
7. Respects the rights, opinions, and property of others	2	2.9	18	26.1	26	37.7	21	30.4	2	2.9
8. Plays and works well in a group	5	7.2	24	34.8	25	36.2	15	21.7	0	0.0

Continued

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TABLE 5—Continued

BEST COPY AVAILABLE

Characteristic	Teachers' Responses to Percentage of Pupils Having Characteristics									
	Almost All Pupils		About 75% Pupils		About 50% Pupils		About 25% Pupils		Almost No Pupils	
	No.	Tage	No.	Tage	No.	Tage	No.	Tage	No.	Tage
INTELLECTUAL SKILLS										
9. Listens and follows instructions	1	1.4	9	13.0	27	39.1	30	43.5	2	2.9
10. Has adequate attention span	1	1.4	11	15.9	34	49.3	21	30.4	2	2.9
11. Persists in efforts	0	0.0	14	20.3	33	47.8	22	31.9	0	0.0
12. Works carefully and accurately	1	1.4	7	10.1	31	44.9	26	37.7	4	5.8
13. Uses time well	0	0.0	12	17.4	22	31.9	31	44.9	4	5.8
14. Remembers important information	1	1.4	11	15.9	31	44.9	22	31.9	4	5.8
15. Shows positive attitude toward learning	5	7.2	31	44.9	19	27.5	12	17.4	2	2.9
16. Works well independently	0	0.0	11	15.9	25	36.2	25	36.2	8	11.6
17. Shows initiative and imagination	3	4.3	16	23.2	26	37.7	21	30.4	2	2.9
18. Has adequate vocabulary and can express ideas	3	4.3	10	14.5	34	49.3	19	27.5	2	2.9
19. Speaks in sentences	9	13.0	14	20.3	30	43.5	12	17.4	3	4.3
20. Has adequate auditory discrimination skills	0	0.0	19	27.5	21	30.4	24	34.8	4	5.8

Continued

TABLE 5--Continued

BEST COPY AVAILABLE

Characteristic	Teachers' Responses to Percentage of Pupils Having Characteristics									
	Almost All Pupils		About 75% Pupils		About 50% Pupils		About 25% Pupils		Almost No Pupils	
	No.	Page	No.	Page	No.	Page	No.	Page	No.	Page
INTELLECTUAL SKILLS (Cont'd.)										
21. Has adequate skills in discriminating among written symbols	1	1.4	10	14.5	30	43.5	25	36.2	4	5.8
22. Speaks distinctly	5	7.2	27	39.1	26	37.7	10	14.5	1	1.4
23. Recognizes and can name simple geometric forms (circle, square, rectangle, triangle, curve, etc.)	3	4.3	15	21.7	25	36.2	23	33.3	3	4.3
24. Understands one-to-one correspondence	5	7.2	18	26.1	23	33.3	20	29.0	2	2.9
25. Understands mathematical concepts of simple relationships (more-less, larger-smaller, taller-shorter, more than, fewer than, as many as, etc.)	0	0.0	9	13.0	32	46.4	18	26.1	10	14.5
26. Demonstrates curiosity about things and phenomena in the environment	11	15.9	23	33.3	20	29.0	12	17.4	3	4.3
27. Understands simple concepts of time, weather, how things change, etc.	2	2.9	10	14.5	26	37.7	27	39.1	4	5.8
28. Can compare and classify objects by shape, size, texture, use, etc.	2	2.9	11	15.9	25	36.2	26	37.7	5	7.2

Continued

TABLE 5--Continued

BEST COPY AVAILABLE

Characteristic	Teachers' Responses to Percentage of Pupils Having Characteristics									
	Almost All Pupils		About 75% Pupils		About 50% Pupils		About 25% Pupils		Almost No Pupils	
	No.	%age	No.	%age	No.	%age	No.	%age	No.	%age
AESTHETIC DEVELOPMENT										
29. Expresses awareness of beauty in environment	4	5.8	15	21.7	25	36.2	18	26.1	7	10.1
30. Enjoys listening to various kinds of music	14	20.3	16	23.2	22	31.9	12	17.4	5	7.2
31. Sings with adequate attention to tempo, tone, and volume	3	4.3	12	17.4	30	43.5	14	20.3	10	14.5
32. Recognizes and can name colors	4	5.8	26	37.7	28	40.6	8	11.6	3	4.3
33. Expresses ideas using art media	6	8.7	12	17.4	31	44.9	12	17.4	8	11.6
34. Enjoys participating in story-telling, dramatization, dancing	16	23.2	23	33.3	16	23.2	12	17.4	1	1.4
HEALTH, SAFETY, PHYSICAL EDUCATION										
35. Shows adequate development in gross motor activities (running, jumping, balancing, etc.)	9	13.0	23	33.3	27	39.1	10	14.5	0	0.0
36. Shows adequate development in fine motor activities (Tracing, manipulation of small objects, etc.)	1	1.4	13	18.8	25	36.2	25	36.2	5	7.2
37. Practices good health habits (hand-washing, nutrition, brushing teeth, etc.)	4	5.8	11	15.9	39	56.5	10	14.5	5	7.2
38. Observes safety rules and understands the reasons for the rules.	4	5.8	18	26.1	31	44.9	12	17.4	4	5.8